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ABSTRACT

This document explains the Youth Training Scheme (YTS) in Great Britain. It is intended for YTS managers, coordinators, and tutors but may also be useful to curriculum and staff developers at colleges and training organizations. The manual begins with an introduction that gives the background and rational for the YTS, and it ends with a 60-item reference list. In between, four sections offer information and advice on aspects of the design framework of YTS. The section entitled Inputs describes the training plan, training agreement, competence objectives, work experience, and off-the-job training and education that Approved Training Organizations (ATOs) must provide all YTS enrollees. The section entitled Training Processes explains the processes (selection, induction, assessment, guidance, review, and negotiation) that ATOs must implement for enrollees. The section entitled Certification states that all outcomes of the program (competence in a job and/or range of occupational skills; competence in a range of transferable skills; ability to transfer skills and knowledge to new situations; and personal effectiveness) lead to certification. A section called Evaluation, Development, and Quality explains how ATOs should conduct formative and summative program evaluation, develop curriculum and staff, and ensure quality in training. All chapters include a self-evaluation checklist that allows readers to test their understanding of the chapter. (CML)

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SUPPORTING *Quality* IN VTS

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FOREWORD

This is the latest in a long series of FEU publications of various kinds issued in connection with the Youth Training Scheme and its predecessors. There is a sense in which it subsumes all our previous commentary and guidance, or at least refers the reader to relevant sources. Nevertheless, it is a completely new publication, and not a further edition of previous ones.

It focuses on the issue of quality. In doing so, it not only takes the view that the schemes are capable of providing very good learning opportunities (by any definition), it also argues that YTS has a unique and important role to play as part of the range of provision and routes available post-16. This is true whatever the state of youth unemployment.

This is not to say that the potential, or even necessary, level of quality is always achieved. By no means. The document identifies the factors which have been found to make a positive contribution, and those which militate against the achievement of that which the design framework is capable. In doing so, it follows the structure of the framework itself.

At a time when YTS might have hoped to have reached a calmer stage where this kind of consolidation can take place, it is in fact subject to a new and even dangerous pressures. There are those who will say that a demanding and broad-based scheme cannot realistically be maintained when and where a declining school-leaving population is coinciding with growing skill shortages.

I am sure that the reverse is true – we cannot afford to do anything else than to invest in quality provision. Not only do we owe it to our young people, the best of them will demand it of us as a condition of their participation.

I am equally sure of the importance of the involvement of LEAs and colleges in the partnership which is necessary for effective provision. Quality is more assured when the learner has a contract with both an employer and a college, and not just one of them – whichever it is. Contact with a college not only keeps more potential progression routes open for the learner, it also ensures that the healthy influence of YTS and its participants is exerted on colleges.

The FE college is where all post-16 routes coincide, and this is crucial. We know all too well what happens when provision becomes ghettoed, however comfortably. Ignorance grows and parity of esteem suffers.

Geoff Stanton
Chief Officer
Further Education Unit

HOW TO USE THIS DOCUMENT

This document need not be read sequentially. It is a manual to be used selectively and is appropriate to a wide range of individuals and contexts. Tutors, supervisors, trainers, co-ordinators and managers will need to determine their own priorities in the light of the local situation and the individual needs of young people. The structure of this report follows the design framework of two-year YTS and each section comprises Training Agency (formerly Manpower Services Commission) guidance (quoted in italics), FEU advice and a commentary upon current practice. Each main section also includes a checklist of questions relating to the main points made in the text, which are proposed as a starting-point for self-evaluation for practitioners and managers.

PREFACE

At the time this document was prepared, it was estimated that there were more than 400,000 young people on the Youth Training Scheme, which can be considered the most significant mode of foundation education and training to have been initiated by the Government in recent times. The scheme is designed and administered by the Training Agency and is being implemented by practitioners who are mainly outside the education system. The FEU has been monitoring and commenting upon the design and implementation of YTS since its introduction in 1983, with the intention of improving the quality of programmes for the trainees.

In three editions of *Supporting YTS* (1983, 1984, 1985), the FEU provided advice for practitioners, especially those in FE, involved in implementing YTS. This document is a revision of the third edition (May 1985), but is intended to have a wider audience and purpose. In addition to being directly relevant to the activities of scheme managers and YTS co-ordinators, it may also be a selective resource for tutors/supervisors and senior managers. It will also provide useful material for curriculum and staff developers in colleges, approved training organisations, accredited centres and regional curriculum bases.

The document uses the design framework for two-year YTS as its basic structure. It includes information and advice about the framework's various aspects, together with a commentary upon some issues of design and implementation. The FEU believes that YTS is capable of providing high quality education and training and that there has been evidence of some improvement in the quality of the scheme during recent years. The FEU also believes that the quality of YTS is most effectively assured where there is LEA and FE college involvement.

The role of the education system in YTS has not been defined by the Training Agency and must be locally negotiated. A shared partnership on behalf of the trainee, between the approved training organisation, the FE college and the work placement provider, is likely to facilitate training programmes which are appropriate and of high quality. Colleges, in particular, provide services which enrich all programmes and also offer a variety of opportunities for progression. Considerable staff and curriculum development resources can be made available by colleges and, over a period of time, YTS may begin to have a beneficial influence on other types of foundation provision.

In introducing two-year YTS, the Government announced that it should be a permanent feature of education and training in Britain. However, many important issues remain unresolved. It is not clear whether there is continuing support for the concept of a broad-based foundation programme, nor whether the scheme, as originally intended, is genuinely open access with equal opportunities for all young people to participate. Programmes with a satisfactory degree of integration between on- and off-the-job learning are not yet common, and schemes continue to have difficulty in enabling trainees to meet all the intended outcomes. There will need to be considerable commitment from approved training organisations and support from the Training Agency to address these issues and continue to develop the scheme.

YTS(2) was introduced with the justification that a two-year programme would enhance the quality of provision. As the demographic downturn continues to reduce the 16+ cohort and youth employment opportunities begin to improve, it is vital that the quality of these education and training programmes is assured. The FEU intends this document to be part of the process by which the quality of provision is checked, and enhanced where necessary.

Stuart McCoy
Development Officer
Further Education Unit

The New Training Initiative

By its New Training Initiative (NTI)[1] in 1981, the Manpower Services Commission (MSC) secured a consensus for far-reaching decisions and ***recommendations about the future of vocational training in Britain***. The NTI aimed to bring about major changes in our systems of training and education; to provide a flexible, adaptable workforce able to cope with change; and to help British industry adjust rapidly to continuing technological developments so as to compete effectively in changing and often difficult markets.

Simultaneously with the MSC's *An Agenda for Action*[2], a Government White Paper[3] was published, reaffirming the three major objectives of NTI and stressing the need for urgent action. The three objectives of NTI involve:

- the development of skill training, including apprenticeship, in such a way as to enable young people entering at different ages and with different educational attainments and backgrounds to acquire agreed standards of competence appropriate to the jobs available, and to provide them with a basis for progression through further learning [Objective 1];
- moving towards a position where all young people under the age of 18 have the opportunity to continue in full-time education or enter a period of planned work experience combined with work-related training and education [Objective 2];
- opening up widespread opportunities for adults, whether employed, unemployed or returning to work, to acquire, increase or update their skills and knowledge during the course of their working lives [Objective 3].

Thus NTI comprised three linked objectives, entailing government programmes for:

- skills training: the reform of apprenticeship;
- vocational preparation: the Youth Training Scheme (YTS) programme introduced nationally in 1983;
- adult training and retraining.

While the YTS may initially have been associated in many people's minds with the development of a replacement for the Youth Opportunities Programme (YOP) * and Unified Vocational Preparation (UVP) **, it is now realised that YTS is not simply a successor to these programmes. Experience has shown the need for an entirely different organisation and strategy to respond to Objective 2 and embrace NTI in general.

The Youth Task Group Report and one-year YTS

One-year YTS was based on the report of a high-level working group, published in April 1982[4]. This pointed out that ***Britain has one of the least trained workforces in the industrial world***, with only just over half its young people receiving any systematic vocational education and training (VET). Young people first entered the YTS in 1983 and now more than one million have experienced it. The number of trainees entering one-year YTS was 417,000 in 1983/84, 413,000 in 1984/85, and 379,000 in 1985/86.

* YOP was introduced by the MSC in 1978 as a programme of training and work experience for unemployed young people.

** UVP was introduced by the MSC/DES in 1976 as a training programme for employed young people who would not previously have received any systematic vocational education.

FIGURE 1: DESIGN FRAMEWORK FOR TWO-YEAR YTS

Training content to be delivered through integrated
INPUTS
Planned work experience and on-the-job training
Off-the-job training/education
expressed in a training plan with competence objectives
delivered through
TRAINING PROCESSES
Induction and initial assessment
Participative learning
Continuous assessment
Guidance/reviewing
to produce these
OUTCOMES
Competence in a job and/or range of occupational skills
Competence in a range of transferable core skills
Ability to transfer skills and knowledge to new situations
Personal effectiveness
which lead to
CERTIFICATION
Vocational qualifications, demonstrating occupational competence, or credit towards such qualifications, plus a record of achievement

SOURCE: *Development of the Youth Training Scheme*, MSC, July 1985

The Reay Report and two-year YTS

Two-year YTS (YTS(2)) was introduced in April 1986 following publication of the MSC Reay Report *Development of the Youth Training Scheme*[5], in order to ***extend foundation training and increase opportunities for young people to acquire vocational qualifications***. The extended scheme incorporates several new features, including greater emphasis on quality assurance. The MSC pointed out that the revised framework should not be seen as a change of direction but as a clearer statement of what had always been the underlying intention of YTS. The design framework for YTS(2) is shown in Figure 1. It was estimated that YTS(2) had provided for 360,000 new entrants in 1986/87 and the same number in 1987/88.

Changing context

Traincing Agency initiatives with regard to skills training involve both the reform of traditional apprenticeship and the development of new, more structured vocational education and training programmes. These initiatives have had an effect on what has been a traditional area of FE activity; they have affected the time spent by students on attending FE courses and the types of assessment procedures used. Arising from the 1984 White Paper *Training for Jobs*[6], LEAs are now required to submit to Training Agency area officers rolling three-year development plans for ***work-related non-advanced further education*** (WRNAFE), which ensures significant Training Agency influence over NAFE funding. Colleges and Approved Training Organisations (ATOs), in conjunction with the Careers Service and the Training Agency, should attempt to forecast training needs for the purposes of work-related NAFE plans and future YTS development in a given locality.

The National Council for Vocational Qualifications (NCVQ) was established in October 1986 following acceptance of the recommendations of the Review of Vocational Qualifications (RVQ) working group by the Government. Its primary aim is to achieve a consistent national framework for vocational qualifications in England, Wales and Northern Ireland. NCVQ began to have an effect on vocational education and training with respect to the design, implementation, assessment and validation of schemes and courses from September 1988, and the new framework will be in place from 1991. The function of the YTS Certification Board (YCB), which was established to approve qualifications for YTS consistent with RVQ, will gradually be subsumed within the NCVQ. NCVQ defines a vocational qualification as 'a statement of competence'[7] and has proposed a structure with four levels. The two major tasks[8] which the Government has set NCVQ are:

- to design and implement a new national framework for vocational qualifications;
- to get agreed national standards of occupational competence.

The NVQ criteria and framework are described in two NCVQ pamphlets published in January 1988[9] and the implications thereof are described in a series of FEU bulletins[10].

Background to YTS(2)

Two Government White Papers described the ***priorities of YTS(2).***

Education and Training of Young People[11] proposed that:

- YTS should be a permanent feature of vocational education and training in Britain;

- the target for Britain should be that all young people have the opportunity to seek recognised vocational qualifications.

Working Together – Education and Training[12] introduced some new measures to encourage higher standards within youth training:

- Managing agencies have not been allowed to continue to provide training after April 1988 unless they achieved Approved Training Organisation (ATO) status by satisfying a number of rigorous conditions.
- A new Training Standards Advisory Service (TSAS) has been established to monitor and report on programmes and assist in spreading information and good practice.
- Assessment within YTS has been enhanced by the issue of a personal record of achievement of each trainee in addition to vocational qualifications obtained.
- Development work will continue on a work-based variant of the Certificate of Pre-Vocational Education (CPVE); a pilot study of this alternative route to CPVE is now in its third year.
- Illustrative schemes of two-year training programmes in sectors of industry and commerce will continue to be developed as a starting-point for the development of new competence-based vocational qualifications.
- Training agreements have been introduced for every young person in YTS, and will provide information on the nature and obligations of the programme.

There are some ***new features of YTS(2)*** which distinguish it from the one-year scheme:

- YTS(2) will, in the main, be provided by a wide range of organisations and agencies similar to those that provided one-year YTS, but a significant change in the funding of the scheme has established a single, uniform, mode of organisation to replace the previous modes A, B1 and B2.
- There will be renewed efforts to increase the amount of integration between the on-the-job and off-the-job education and training elements of the programme. The minimum requirement is now 20 weeks off-the-job over the two-year period, and it is hoped that most of that time will continue to be allocated within the first year.
- The Training Agency has introduced measures to improve *equal opportunities* within YTS(2). ATOs are required to demonstrate a positive commitment to equality of opportunity, and the participation rates of young women, learners with special needs and ethnic minority young people will be monitored; provision for trainees with special education and training needs will continue to be supported.
- YTS(2) requires a considerable commitment of human and financial resources by ATOs if the four outcomes described in Figure 1 are to be effectively achieved. The extended programme demands consideration by ATOs of effective strategies for the management of schemes, design and delivery of programmes, and assessment and accreditation of learning experiences within training programmes and especially in the workplace.

Implementing YTS(2)

10. There continues to be uncertainty at local levels as to demand for places. Linked with this is the decrease in size of the 16+ cohort and the expansion of open learning facilities, which compounds the difficulty for ATOs and their partners in the planning and design of programmes. The ability to respond to these changes is a function of available resources, data with respect to demand, staff commitment, and organisational flexibility. YTS(2) is provided by a wide range of disparate organisations. Together they offer a variety of schemes which, while meeting all Training Agency criteria, are dissimilar. The range includes:

- large companies unit schemes;
- local consortia of ATOs;
- single small/medium company schemes;
- college-based schemes;
- LEA-based schemes;
- ATOs offering schemes for young people with special needs.

These schemes will differ in size, ethos, location, flexibility, and availability of vocational areas and qualifications. Whatever the context or framework of the YTS programme, certain ***themes of design and delivery*** are essential to ensure high-quality education and training for all young people. These themes are:

- negotiation of programmes;
- guidance and counselling;
- formative (profiled) assessment;
- core entitlement;
- equal opportunities;
- experiential learning;
- integrated curriculum;
- progression within and from the programme;
- relevance of programme content;
- flexibility of delivery;
- development of competence.

FEU has given guidance on all these themes in several publications since 1981* and especially in *Relevance, Flexibility and Competence*[11].

11. Negotiation between agencies is essential to the success of YTS, and only a ***co-ordinated inter-agency partnership*** can provide the range of opportunities, skills and experiences that are necessary. Thus, whether the trainee is based at college or with an employer, a high measure of co-operation between those agencies and others such as the careers service is essential. The Training Agency has recommended that ATOs should set up a team of all people directly involved in training an individual trainee or a group of trainees undergoing the same programme, to ensure that all the elements of training (on-the-job, off-the-job, planned work experience) are properly integrated and unnecessary duplication, repetition or omissions avoided. The team should be kept small and should meet at regular intervals to discuss problems and develop the programme. In a college, a course team may form part of a larger

* See Refs 13, 14, 32, 36, 38, 41, 47, 50, 59, some of which are referred to subsequently in the text.

programme review team with a wider range of functions, including monitoring and evaluation, and may contain a wider range of representives (such as trade union, workplace and Training Agency representatives, and trainees). Effective programme review is a mandatory Training Agency requirement (see also paragraphs 176 and 177).

Implementing YTS(2) presents colleges, as partners in the delivery of YTS, with several challenges. Colleges responding successfully to the challenges have:

- modified their internal organisation;
- reconsidered teaching and learning strategies;
- reallocated resources;
- established inter-departmental teams;
- introduced systematic staff development;
- engaged in continuous monitoring, evaluation and assessment;
- developed inter-agency liaison.

YTS is demanding and time consuming. It is important that colleges are assured of continued involvement beyond the initial, costly, development phase. Increased quality of YTS provision, however, will be assured only when all the partners involved in delivery are prepared to allocate sufficient resources to curriculum and staff development.

SECTION 2: INPUTS

14. The design framework for YTS(2) (see Figure 1) shows that two sets of inputs are required. These are described as:

- planned work experience and on-the-job training;
- opportunities to learn off-the-job.

The design framework also shows that the training content must be expressed in a training plan, with competence, and that the inputs must be integrated.

Training plan

15. ATOs must submit their training plans to the local Training Agency area boards for approval. The plans should be drawn up following consideration of local training needs and liaison with other providers. The training plan should indicate:

- what trainees will be able to do at the end of the scheme;
- who will be responsible for training;
- where the various training programmes will be held;
- the induction programme;
- the pattern of attendance for off-the-job training, e.g. day or block release;
- the broad outline of scheme content (but not detailed syllabus);
- the skill learning opportunities available in the planned work experience;
- how the planned work experience will be integrated with off-the-job training/education.

Training agreements

17. A requirement of YTS(2) is that all trainees should receive a training agreement from ATOs which states the commitments of both signatories and clarifies the rights and responsibilities of trainees. The Training Agency states that the agreement should also *'set out the nature and objectives of the training opportunities provided, together with a programme of training'*[5].

16. A young person who enters YTS has a choice of, or has already selected from, a range of occupational categories based on the Training Occupations Classification (TOC) which defines occupations according to the type of training required. Each TOC determines the range of skills needed within the relevant occupation(s) and the relative importance of these skills to each other. This method of classifying occupations helps the trainee to develop knowledge, skills and understanding, and application in the light of her/his interests and aspirations. Some trainees will already have decided on which occupational area they wish to be trained in; for others, the programme should allow for some sampling. In addition, YTS(2) requires programmes with a modular structure to allow for some flexibility and participation. The training agreement must, therefore, describe a trainee's programme in relation to TOCs and indicate the range of opportunities available.

Competence objectives

17. Competence objectives are an essential feature of YTS(2) and mark a move towards training which must be based on the development of defined competences rather than coverage of course content over a period of time. They should also be seen in the context of assessment which must relate to the ability of a trainee to perform tasks set against specified criteria. ATOs need to produce competence objectives which will form the basis of a trainee's potential achievement, and provide information on occupational competence. In the context of YTS(2), competence objectives provide a focus for monitoring the learning which has taken place, as well as useful information for future planning and development of an individual's learning. This should be of value to the trainee, the provider of training, and potential employers. Locally devised competence objectives will be gradually replaced or added to by nationally devised competence objectives which will be incorporated in YCB and NCVQ approved vocational qualifications following the work of Lead Industry Bodies (LIBs) and Non-Statutory Training Organisations (NSTOs).

18. YTS is a work-based training programme, and one of its key features is the assessment of ***work-based learning***. Many off-the-job tutors are familiar with assessment and have considerable expertise to offer, but it is often a new departure for work experience providers. Moreover, NCVQ requires 'employment-led' standards of competence which will form the basis of accreditation. One method of linking competence objectives to criteria of performance, and ensuring that the subsequent programme is relevant to the trainees' future occupational roles, is called Developing a Curriculum (DACUM). This is described in an FEU publication[14] and is being evaluated as part of an FEU research project[15]. 'Competence' in YTS(2) is discussed further in paragraphs 98, 99, 100, 131 and 132.

19. The ***accreditation*** of a given competence objective is a matter of negotiation between the trainee, the tutor or supervisor and ATO staff, once all are satisfied that a competence objective has been achieved according to the performance criteria. Competence objectives can therefore be grouped together to form modules of assessment which can be distinguished from learning modules. These modules of assessment form the basis of accreditation and individual programmes (see paragraphs 15 and 16). The need for recognised standards of competence has been identified by NCVQ, but much work has still to be done in developing standards which are recognised by all the individuals and bodies working within a given occupational grouping; and yet more needs to be done to achieve common standards across a range of occupational groupings. Some significant development work has taken place in a number of sectors/occupations and on modular YTS programmes. This has included the use of DACUM and of facilitating credit accumulation and transfer by three LEAs in collaboration[15].

On-the-job training and work experience

20. Two terms are often associated with learning on the job: 'work-based' and 'workplace'. These are not exclusive terms but emphasise complementary aspects of the same input which has a key purpose to link learning to the work role. In the MSC/FESC work-based learning project[16], three inter-related components are seen to provide an essential contribution to the learning process:

- structuring learning in the workplace;

- providing appropriate on-job training/learning opportunities;
- identifying and providing relevant off-job learning opportunities.

Work-based learning, defined in this way, is intended to support and maintain a broad approach to occupational competence which promotes adaptability, self-confidence and skills transfer.

21. ***On-the-job learning*** is seen as central to YTS by the Training Agency and many trainees. The Training Agency suggests that *'it is of crucial importance to the success of the scheme that the workforce and real work should be used as the prime learning medium'*, but also stresses that *'the Scheme is about experience, reflection and, following from both (not just one), learning'*[5]. As locations set aside specifically for the performance of work, workplaces are rich sources of both vocational and more general learning. However, on-the-job training will lead to successful learning only when the trainee reflects on the experience and is encouraged to 'own' new skills and abilities.

22. Trainees generally have a positive attitude towards ***the workplace***. It provides an opportunity for 'real' work rather than simulated or artificially contrived activities, usually offering direct 'hands-on' experience. Thus, trainee motivation can be high, and this can provide the basis for a variety of rich learning opportunities. However, not all work placements are organised in such a way as to exploit this potential and much depends on the person responsible for the planning and monitoring of the learning on the job.

23. '***Work experience***' can be defined as an arrangement such that some of the time and resources of the workplace are allocated to a training programme. This allows a trainee to be given on-job instruction in the tasks and processes of that particular workplace and, vitally, some practice in that work under the normal and typical conditions there. Thus, in work experience, a trainee produces goods and services consistent with the stage of training reached and the health and safety legislation and under normal management supervision, alongside and in joint responsibility with full members of the workforce whose livelihoods depend on the co-operation of all.

24. Work experience, therefore, allows the practice and reinforcement of tasks learned in workshops during off-the-job education and training. It is during work experience that the relevance of the content of off-the-job, work-related, education and training programmes is reinforced, and so integration of the whole programme is vital (see paragraphs 34 and 35). Work experience is also a partially sheltered interaction with an environment which is new to the school-leaver. In that new environment are learned the skills of communication and co-operation, of planning and problem solving, of operating with numbers, as well as specific task skills. This practice of doing and managing tasks and interacting with a new environment are the first steps towards the achievement of competent performance in a new work role. In the end, that work role will be performed over a range of tasks and in workplaces other than the one where work experience was obtained. Work experience scheme designers thus need to attend to the need for transferability of the learning outcomes of the placement and its components.

25. Conventional ways of organising work and managing work places may not always be conducive to ***individual learning***. Supervisors may need to be more aware of individual learning needs and of ways of monitoring progress. Careful timing of progression, say from on-job instruction to participation in production, changes to the degree of supervision, and changes in the

complexity of a task or progression to a new task, can develop understanding and competence and enrich the work experience. The advantages ensuing from well-planned and managed work experience are described in two FEU publications[17, 18].

26. The planning and organisation of learning on the job will be enhanced by a high degree of co-operation between the individuals and/or teams responsible for on- and off-the- job elements. This should involve, for example, the scheme manager, YTS co-ordinator, lecturers, supervisors and representatives from the ATO in a joint planning and monitoring operation. The Training Agency suggests that *'it is likely that the off-the-job tutors will have something to contribute to the overall quality of a programme'*[19]. A closely integrated programme of planned work experience and off-the-job training and education implies overlapping roles for trainers/tutors and has advantages which outweigh the problems.

27. There is evidence that the anticipated outcomes of work experience rely heavily for their achievement upon the ***'work mentor'***, whether supervisor or skilled/ experienced person, to whom the trainee is attached for all or part of a placement. Such mentors need careful instruction in the aims and processes of work experience. It is often this person's estimation of the competence of the trainee which plays a crucial part in the assessment process. Problems may arise in normal work, causing such assessment information to be problematic or even missing, and existing and potential work experience providers need to be persuaded of their responsibilities in these regards. Work-based projects[20] do not just help trainees achieve all the four outcomes required in YTS. The structuring of the learning which takes place while the trainee is engaged in real work activity in and for the workplace can serve to guide the workplace personnel during the work experience period, especially if they have been involved in the design of the project or assignment. These also provide a better vehicle for assessment.

28. Figure 1 shows that the training content of YTS(2) needs to be expressed in a training plan with competence objectives delivered through defined training processes, including guidance and review. An individual learning/training programme or plan for a particular trainee should include, as well as the usual details and overall objectives, details and target objectives for proposed or arranged work experience placements. Those objectives need to be negotiated and agreed between the ATO, placement provider and trainee. Regular monitoring, feedback and communication can check on progress and identify the needs that could be addressed by other project in the workplace. Such developments can be the subject of agreed statements in an updated plan which thus becomes a dynamic tool for utilising the work experience. In this way the plan becomes an agreed learning contract encouraging the self-responsibility of the trainee.

29. The term 'work-based learning' is increasingly used in an integrative way to describe programmes which have occupational competence as an objective. This is elaborated in *The Core Skills Project and Work-Based Learning*[16]. Work-based learning places the on-job workplace elements centre stage and seeks to integrate related off-job elements to assist the achievement of competence at that and other workplaces. Developments in work-based learning practice during the lifetime of YTS may show that such integration requires the delivery at appropriate times of relevant off-job learning modules from a bank of such modules.

Off-the-job training and education

Off-the-job training is defined by the Training Agency as *'a planned and directed programme of learning which takes place outside day-to-day pressures of a job and away from the normal workplace'*[5]. The Training Agency has stipulated ***a minimum of 20 weeks off-the-job training*** during the two years, and has encouraged additional training to be provided beyond this in order to meet the needs of particular occupations, achieve vocational qualifications, or address the needs of individual trainees. ATOs are advised to explore the possibility of longer periods of off-the-job training and education beyond the minimum. This will depend on the local situation and, possibly, on the nature of the ATO. Where premium grants are paid in addition to the basic monthly grant, additional off-the-job training should always be possible and is desirable in order to meet individual trainees' needs, including those with special learning needs (see also paragraph 40).

While considerable flexibility is allowed by the Training Agency's rules for YTS, it is expected that about 13 weeks of off-the-job training should normally be built into the first year. The form of payment made to ATOs will influence the pattern of off-the-job training *. It is unlikely that ATOs will 'front load' training and risk the losses that could result from dropout or scheme transfer thereafter. Proposals for schemes with 'end loading' of training are unlikely to be approved by the Training Agency. Off-the-job learning may be organised in a variety of ways, including day release, block release, or combinations of these, and should also include some residential experience.

The TC has supported its insistence on a minimum of 20 weeks off-the-job training with four arguments:

- it gives an opportunity for a broadening of knowledge and understanding, which is important with the increasing knowledge content of many jobs;
- it provides time for reflection, counselling and support for each trainee;
- it provides opportunities to acquire a vocational qualification;
- it reinforces the perception of the scheme as a *bona fide* training scheme.

ATOs will thus wish to work closely with those responsible for providing the off-the-job element. FEU wishes to encourage this as a part of the process of co-operation between those involved in organising the programme, which is likely to enhance the quality of the learning experience for the trainee.

FE colleges often make high-quality provision for YTS and, in doing so, resolve a number of practical issues:

- More flexible timetabling of off-the-job training is being achieved, but this has implications for staff and physical resources.
- Extension of the college year is being implemented, but this may strain support services and lead to problems in scheduling specialist staff throughout the year.
- Teachers are acquiring new teaching and learning strategies in vocational preparation; the RSA Certificate for Vocational Preparation Tutors is proving to be a valuable framework within which to record this development[21].
- Opportunities for the professional development of tutors, counsellors and liaison officers are being provided, usually in association with other colleges and often in conjunction with staff outside the college contributing to YTS, such as the Careers Service.

* ATOs are funded on the basis of approved training places filled. Payment includes:
  - annual management fee;
  - monthly basic grant;
  - monthly premium grant (for places allocated to trainees with special training needs);
  - permanent additional funding for the disabled (PAFD).

  Premium grants and PAFD are described in paragraph 41.

- Team meetings involving all the providers in a given programme are being introduced to facilitate integration and make the learning experiences relevant and meaningful for trainees.

Integrated programmes

14 It is the responsibility of the ATO to provide off-the-job tutors with the necessary information about work-based experience and on-the-job learning in order to ensure integration. The Training Agency offers firm guidance to ATOs in saying that *'the lack of integration between work experience and off-the-job learning is one of the reasons why some trade unions and other commentators are concerned about allegations that work experience within the scheme may be regarded as cheap labour'*[5].

15 Some or all of the following methods may be used to develop ***an integrated approach to YTS:***

- *ATO functions*: An ATO may decide, for example, that it should take a greater responsibility for induction, assessment, guidance and support, or that it should co-ordinate the collection of information which makes up a young person's record of progress and review that record with the young person concerned.
- *Regular meetings*: Regular meetings between the ATO's responsible person and the tutor for the off-the-job training/education element facilitate communication. Local colleges and ATOs can provide a meeting ground for employers and all those concerned with development, thus establishing the co-ordination necessary for a scheme's success.
- *Tutor visits*: Such a meeting may occur also if the tutor visits the trainee during work experience. The purpose of such a visit should be seen as an opportunity to develop a three-way relationship between the ATO, the tutor and the trainee. It also provides the opportunity for the tutor to assess the work of the trainee in a real work situation, and additionally demonstrates the tutor's supportive role.
- *Design schemes together*: The FEU supports this approach of closer consultation throughout the design and implementation of programmes and hopes the expertise within the education service can be fully utilised and that off-the-job tutors can play an increasingly active role.
- *Identify overlapping roles*: While not undermining the responsibility of employers, a closely integrated programme of planned work experience and off-the-job training and education implies overlapping roles for trainers/tutors, with consequent dangers which must be recognised.
- *Build on existing links*: Many staff in education have developed strong links locally and nationally with industry and employers, through short and part-time course development, monitoring sandwich course students on industrial placements and visits to firms. In the context of YTS and on a mainly local basis, this contact and industrial awareness has been invaluable.
- *Integrate through learning assignments*: The use of projects which link on- and off-the-job training for learning purposes, and closer scrutiny and use of trainee records to identify particular individual training/education needs, are other areas requiring attention; the tasks should be real and relevant, and activity based where appropriate.

- *Integrate through experience-based learning*: An FEU staff development publication[17] stresses the importance of a variety of work experience, simulated experience and residential experience, and provides a checklist for staff and trainees, based on 16 major criteria and aimed at improving the effectiveness of experience-based learning.

- *Increased mutual understanding*: One way forward might involve short secondments, attachments and exchanges between staff of employers (public and private), voluntary organisations and LEAs involved in YTS provision. Workplace supervisors and off-the-job tutors should be enabled to spend sufficient time together to form a joint understanding of the ways in which their contributions complement and reinforce each other.

- *Progression through integration*: Off-the-job learning can facilitate progression, especially when an appropriate range of vocational qualifications are provided; learning and progression will be enhanced where coverage of the competence objectives comprising the vocational qualification takes place both on and off the job.

- *Shared programme development*: Off-the-job tutors are able to contribute towards improving the quality of a programme by sharing responsibility for elements of delivery and record keeping. Off-the-job tutors may also contribute to the training of other staff or may be involved in joint staff development sessions. They could assist workplace staff to identify, develop, and assess occupationally based skills and core skills; this was endorsed by the Training Agency[19].

Summary and self-evaluation checklist

16. The design framework for YTS(2), illustrated in Figure 1, shows that the training content is to be delivered through *integrated inputs* of *planned work experience/on-the-job training* and *off-the-job training/education*. ATOs must draw up a training plan for the Training Agency area office and then negotiate a *training agreement* with the trainees. Training programmes should include a description of content described in terms of *competence objectives*, the accreditation of which is a matter of negotiation between trainee and supervisor/tutor.

17. Formative evaluation should be an integral part of YTS programme development; more advice is offered in Section 6. The self-evaluation checklist* on the next page is suggested as a starting-point for checking the match between Training Agency criteria, the YTS(2) design framework, FEU advice and actual implementation of the scheme by ATOs and their partners. (Self-evaluation checklists also follow Sections 3, 4, 5 and 6.)

* The checklist is based on the evaluation framework developed by the FEU as a part of the evaluation of LEA-managed, modular YTS programmes (RP394). The findings of the FEU research project are described in a series of bulletins[15].

Does the training agreement clearly show the full range of opportunities available to the trainee? Do trainees participate in its design?

How is the programme built around the notion of competence? Is the notion of competence fully understood by staff and trainees?

What is the process for ensuring that the competence-based programme is:
- flexible;
- coherent;
- relevant;
- operating at a number of levels;
- balanced?

How is the on-the-job experience planned in order to facilitate learning?

How do off-the-job training providers perceive and use work experience by:
- relating it to off-the-job learning;
- using it as part of the individual trainee's pattern of progression?

To what extent does the off-the-job training integrate with and supplement work experience by:
- following mutually agreed aims
- adding to, reinforcing, or compensating for other elements of a trainee's programme?

Does the off-the-job provision ensure a flexible and coherent programme of learning appropriate to the individual needs of trainees?

Is planned work experience and on-the-job training integrated with off-the-job training and education?

What is the process of ensuring integration? Do organisational arrangements facilitate integration? Is there someone with particular responsibility for this task?

Selection

38. Some employer-based schemes make use of direct applications and press advertisements, but most recruitment to YTS is through the Careers Service. The Training Agency suggests that: *'Managing agents and careers services have developed between them a clear understanding of needs and there will be every advantage in building on these existing relationships to make YTS work as effectively as possible'*[22]. Careers officers are centrally involved in providing guidance to young people and advice to ATOs, and must endeavour to act as 'honest brokers' in this process. Some schemes are selective, and it is often the careers officer who will make a preliminary assessment of the suitability of applicants for ATO. In addition, all trainees who are subject to premium funding must be referred by the Careers Service.

39. Advice from the Training Agency indicates that all young people should be suitable for acceptance within the YTS. *'The scheme will be open to all young people within the range of eligibility, regardless of race, sex or disability'*[5]. However, the Training Agency admits that, in the first three years of the scheme, 20% of employer-based schemes did not accept trainees with learning difficulties or ex-offenders, and 16% did not accept trainees with disabilities[23]. The Training Agency definition of 'disabled' is those who have physical or sensory impairment, those with behavioural or emotional difficulties, and those with other learning difficulties which leave them seriously disadvantaged in the labour market. The Youth Training Board (YTB) has endorsed a range of measures to facilitate the education and training of these young people within the scheme. The Training Agency has issued to ATOs a recommended code of practice on ***special training needs***[24]. The success of these recommendations will depend to a large extent upon the attitude of ATOs towards selection of trainees. Several FEU publications describe strategies for making better provision for learners with special needs, e.g. *A College Guide*[25].

40. Similarly, the YTB has endorsed a programme of action to increase the opportunities for young people from ethnic minority groups to participate in the full range of YTS schemes. However, more than 95% of the 1986/87 entrants to YTS were 'white'[26] (applying the Training Agency definition of ethnic categorisation). In 1985, several areas for improvement and further work were identifed by the Youth Training Directorate[27], including the need for better monitoring arrangements, more positive recruitment, guidance to providers, better marketing and strategies for dealing with discrimination. such remains to be done by ATOs to ensure that the scheme remains open access and that trainees from ethnic minorities are provided with ***equal opportunities***. The issue of equal opportunities in YTS(2) is discussed in an FEU bulletin[28].

41. Training Agency policy is that young disabled people within the Training Agency definition should be integrated into ordinary schemes, but where this is not possible providers are being encouraged to devise schemes to meet their particular training needs. Training Agency funding arrangements include the payment of a basic grant to ATOs for each of their filled places, with an additional premium grant payable for a limited number of high-quality training places for young people with special needs or where there are insufficient employer-based places for trainees. Permanent additional funding for the disabled (PAFD) is available in respect of trainees endorsed by a specialist careers or disablement resettlement officer, who are on an approved special training programme; PAFD also supports additional assistance for young people with learning difficulties. Sixteen per cent of 1986/87 entrants qualified for premium/PAFD funding.

Induction

42. Induction is one of the four training processes shown in Figure 1. The Training Agency suggests that *'Induction is of the greatest value in all training programmes. It assists trainees in understanding both the purpose of any programme and their place in it'*[3]; *'Induction is essential to brief trainees and to give them information at the beginning of their training programme (and at other key transitional stages)'*[22]. The process of induction has been seen as an important basis of communication and orientation which facilitates transition to new role activities.

43. ATOs are responsible for the provision of a ***planned induction programme***. All induction programmes must cover:

- pre-entry: what the trainees need to know before they start the scheme;
- on entry: what the trainees need to know when they first start the scheme;
- during the scheme: what the trainees need to know about each new element of the scheme;
- the opportunity to gain confidence and get to know other people.

In particular, the induction programme must be designed to ensure that trainees:

- understand the purpose of YTS and their role in it;
- are familiar with the working environment of the scheme;
- understand what off-the-job training they will receive;
- understand the health and safety rules which apply;
- know about scheme administration, for example allowances, attendance, discipline.

44. To help achieve these aims, ATOs must issue a training plan to young people prior to the start of the scheme. The period of time allocated to induction, which should include initial assessment, will vary from scheme to scheme depending on the nature of the scheme and the needs of the trainees. ATOs are required to ensure that the planned induction programme contained in their proposals meets the needs of the type of trainees they are likely to recruit. The role of off-the-job providers in selection and induction varies from scheme to scheme but should be seen as important in creating and maintaining an ethos of an integrated programme. Induction should also include a a brief outline of each separate part of the scheme prior to entry, showing how the whole programme is drawn together. It should also provide an opportunity for comments and complaints. Each time the trainee progresses to a further part of the programme (for example, moving from an on-the-job phase), a brief introduction to the new component should be given. This will enable the trainee to see how it fits in with what has gone before and as a part of the whole package[29]. The Training Agency suggests that, where possible, induction should include an element of ***negotiation*** about the nature of the trainees' planned learning[29], and the FEU endorses this view.

45. Young people will bring with them a wide range of attitudes and experiences. Many will regard YTS as a poor substitute for employment, and every effort must be made to counter this by improving the quality of schemes and guaranteeing progression. Induction provides an opportunity to inform them about the range and scope of activities available within a scheme and to convince them (or not) of the quality of a particular scheme and its progression

opportunities. Many young people may still possess school attitudes to staff–learner relationships, seeing themselves as passive pupils. However, an increasing number will already have a vocational preparation experience such as CPVE and/or TVEI and are likely to have a more mature attitude. They have experience which can be built on through **individual counselling**, during the time spent both at college and on work experience, development of student strengths and remedying weaknesses, preparation for planned work experience, and review of tutor/student contracts. The Training Agency also recommends effective practice such as:

- pre-entry induction open evenings/displays to allow parents and trainees to meet the scheme organiser, off- the-job tutor(s) and on-the-job supervisor(s);
- Training Agency staff involvement in planning the induction with scheme organisers to ensure coverage of YTS aims as well as specific occupational objectives;
- preparation and use of videos by ATOs to help 'sell' their scheme to young people and their parents.

The FEU evaluation of the FE role in (one-year) YTS[10] found that some inductions by managing agents, on their own premises, had not involved college staff and this had led to trainees receiving an incorrect impression of the form that off-the-job training would take at the college. Where inductions or part of the induction process takes place off the job, it is necessary to make clear to trainees what their commitment to the off-the-job element would be. However, once-for-all induction may not be the most suitable formula. The problems of giving too many rules, regulations and concentrated information in one session should be recognised. A more continuous process allowing induction to become an essential but decreasing proportion of the counselling, guidance and assessment process is to be recommended. Induction activities may eventually become subsumed under the umbrella of guidance and counselling. Staff need to recognise the importance and value of ***induction as a process of learning*** and its links with curriculum themes such as guidance, counselling and assessment, and negotiation. If this broader view of induction is to inform YTS practice, all staff involved in the provision of programmes will need to contribute to the design of induction activities.

Initial assessment

The Training Agency recommends that assessment should be provided at various stages, with initial assessment being carried out in the first four weeks and continuous assessment (see paragraphs 56–64), as appropriate, thereafter. Assessment is seen by the Training Agency as a key element of the training process *'in order to provide a basic record of a trainee's level of attainment and a progressive record of achievements leading to certification'*[22]. The particular importance of initial assessment is in facilitating the matching of trainees' interests and abilities with appropriate training programmes, and the Training Agency accepts that it will *'assume a greater significance in a two-year programme where there is a greater need for a design which is realistic and challenging to the perceived capabilities of the individual trainee'*.

Initial assessment is essential in order to provide a base record of a trainee's level of ***attainment*** on entry to a programme, so that an appropriate training path within the options offered by the programme can be devised and further targets set. Knowing that their personal aptitudes have been taken into account can also give trainees the confidence and motivation to tackle the training

programme. To do this, initial assessment will need to establish the trainees' past experience including full-time education and will involve a process of negotiation between trainee and 'mentor'. It will be particularly important to those who have undertaken vocational education while at school or college, for example those who have participated in TVEI and/or CPVE, to ensure that their training under YTS does not needlessly repeat elements already covered. Initial assessment should take place in the first few weeks of a programme, and certain elements may well be conducted at the recruitment stage. Records of achievement, for example from ex-TVEI pupils, will be particularly useful.

The Training Agency has suggested that assessment should:

- fully involve the trainees;
- be competently conducted;
- indicate to trainees what they have achieved;
- be reflected in the reviewing and recording process.

However, assessment in FEU terms involves not only the recording of results, but also the recording of ***experience*** undergone by the trainee and appraisal of the value of those experiences to the trainees and ATOs. Assessment should also be related to the whole programme undertaken by each individual, indicating levels of skill, knowledge and experience acquired in a variety of locations, not least in the work situation. It follows that for any assessment to be fair to both the young person and the ATO, it should relate to the whole spectrum of activities which such a programme on YTS aims to provide. This means that performance over a whole range of social, work-based and personal experiences should be observed, and assessment should not be restricted to formal cognitive measurements. Assessment of experience and personal development cannot be measured by traditional grading techniques and is not recognised by the existing examination system, but the profile method of recording the results of assessments encourages recognition of these important aspects of learning and facilitates progress [11, 12, 13].

Induction should include an initial assessment of trainees' needs (***needs analysis***) and should be closely linked with counselling and guidance, as an integral part of the learning process through which each trainee should proceed. For example, teachers, trainers and supervisors may assess a trainee by direct observation, by structured tests, through discussions with the trainee, by assessments associated with vocational qualifications, and/or by evaluation of entries in the review sheets. All these methods should be seen as opportunities to assess needs and advise the young person with respect to his/her progress and achievement, thus associating the function of guidance with that of assessment.

Participative learning

Participative learning was not included in the first YTS design framework, but was subsequently introduced to indicate the recommended form or style of learning for YTS. It is defined as a process in which *'trainees learn by doing and join in decisions about their training programme'*[5], and is seen as encouraging *'the active involvement of trainees as a first priority at every stage'*[22]. For tutors experienced in working with young people, the value of learner-centred, participative approaches which offer choice and the opportunity to follow individual interests and assignments has long been recognised. FEU suggests that tutoring on a one-to-one basis and time for guidance and review should be

built into training programmes as this affords the opportunity for trainees and tutors to get together to share and evaluate experiences and monitor progress.

52. Participative learning requires programmes designed and delivered with the needs of particular individuals in mind. This may require tutors to design assignments that involve trainees in some form of activity which is seen as relevant to them but at the same time develops their understanding. In a college there are often constraints of class size, accommodation, resources and timetabling which inhibit flexibility and prevent the adoption of more appropriate staff/student ratios; for most practical work, class sizes in FE are constrained by safety considerations. These challenges must be met by colleges and other agencies in providing ***activity-based, trainee-centred learning programmes***.

53. The introduction of more ***flexible teaching strategies*** enables tutors to spread their time more appropriately amongst trainees, and the critical observation periods do not all occur together[14]. Trainees also get used to the notion of independent working which they often experience during the less sheltered work experience. The introduction of 'hands on' computer literacy/information technology for the YTS clientele as a learning opportunity also builds up trainees' self confidence and provides a further opportunity for them to learn for themselves. Experience shows that the activities must be carefully planned and supported to enable trainees of differing ability levels to achieve and develop skill and knowledge.

54. ***Residentials*** are supported by most tutors who see these experiences as a means of bringing about better understanding and stronger relationships between themselves and the trainees. They also provide opportunities to improve personal effectiveness and an appreciation of the world outside employment. It is unfortunate that residentials have been written out of many schemes on the grounds of cost, as they provide a unique set of learning opportunities for trainees. Every effort should be made to reintroduce facilities like this, but they have to be justified. The FEU-sponsored experimental short course *Getting Things Done*[15] illustrates the special development that can take place in a residential period. Action also needs to be taken to support and reinforce such learning in the workplace and in other off-the-job education.

55. Participative learning takes place when the trainee begins to appreciate his/her part in the learning process, understands the aims of the programme (the purpose of YTS), identifies with the people supporting his/her progress, and takes a positive role in negotiating what needs to be learnt. Sensitive guidance is needed to facilitate this transition and motivate trainees if they have not attained the realisation that they can benefit from a higher degree of involvement in their own learning. Profiling, with its opportunity for continuous assessment, helps in this process, as does an awareness of skill ownership. Participative learning has occurred when there is a feeling of ***trainee 'ownership' of the programme***.

Continuous assessment

56. Continuous assessment is identified by the Training Agency as an important element of a training programme. However, in defining it as a measure of standards of competence and a part of the certification process, the Training Agency gives insufficient emphasis to the importance of continuous (formative) assessment as a part of the learning process. The Training Agency suggests that continuous assessment is *'closely linked to certification ... it is likely to assume*

greater significance as progress is made towards a wider understanding of competence'[5]. This description of assessment as a summative instrument undervalues the role of assessment within the learning process.

57. Continuous assessment is necessary to monitor trainees' progress towards competence objectives set for the programme and to establish when they have achieved them. Achievement of competence objectives will need to be formally recorded for the purpose of final certification, but continuous assessment should also generate information about trainees' emerging abilities in all four outcomes. Such information will be especially important in reviewing progress with trainees at regular intervals. The information will be based on a wide variety of performance and experience, and information given to trainees about their progress is an important part of their ***learning process***. Trainees need to be involved in negotiating some agreement about that progress and what is to be recorded about it; trainee-centred assessment is described in paragraphs 142, 143 and Figure 8. Guidance and counselling should also form an integral part of the assessment process; this is described in paragraphs 65–76 and Figure 2.

58. Continuous assessment should be used in a formative way to provide a constant flow of information to both trainees and tutors/supervisors about the extent of learning which is taking place. Continuous assessment can, thus, be seen to be an essential part of the learning process for trainees and also an essential part of the ***feedback process for tutors/supervisors***. Lack of progress need not indicate deficiency on the part of trainees; it could imply ineffective tutoring or inappropriateness of the programme or a combination of these factors. For this reason, it is important that information gathered from continuous assessment is taken into account in future planning and re-designing of the training programme.

59. New forms of assessment are being designed and implemented, and appropriate standards are being agreed on to accommodate the work-based focus of much of the learning. It may be relatively easy in some situations to grade performance-based skills; it is less easy to judge levels of awareness, and still more difficult to appraise the interpersonal skills required in a job (although these process skill attributes are often valued by employers)[36]. Self-assessment is an important skill in its own right, and some mechanism should be found to facilitate it.

60. Gradings of performance should, wherever possible, be related to well-validated criteria. Appraisals of interpersonal skills, awareness and so on are complex, requiring sensitivity and training. Such skills should not be appraised without the agreement of the young person involved. The recording of performance in this area is essential in relation to demonstrating achievement in personal effectiveness; it should be criteria-referenced and presented in the form of a profile along with a description of relevant experience. Some ATOs are developing their own inventories to assist with this process, and the Training Agency is undertaking research. Some ATOs are uneasy about standardised assessment procedures if they are to be embedded in a national system of certification. They agree that YTS trainees who have been alienated or neglected in their secondary education need to negotiate ***individual learning targets*** with scheme managers, in a relationship of trust and sensitivity to personal development needs. An inflexible nationwide system of objective testing and standardised profiling would, in their view, undermine the prospects for trainee-centred reviewing within a negotiated curriculum.

61. National standards embedded in a modular system, on the other hand, should provide the necessary flexibility. Some reassurance was offered in a YTS guideline on assessment and standards which suggested that ***measurement of performance*** and assessment of progress should involve the trainee and, if possible, combine and reflect his/her judgement with that of the assessor[37]. An increased level of awareness, in all staff, as to the range of assessments that it is necessary to invoke under YTS is required. If the process is fair, supportive and wide ranging, certification becomes a process of synthesising all the available data related to the trainee in respect of the opportunities provided by the scheme as a whole. The Training Agency has accepted that this will require staff training at all levels[37].

62. Some FE colleges will be the ATOs for a scheme and responsible for devising the assessment system and also providing off-the-job training for other ATOs. Whether or not a college is an ATO, it will need to ensure co-ordination of all concerned and provision that is flexible enough to accommodate individual training programmes for all trainees, with different starting-points and paths of progression which will probably be altered as a result of continuous assessment and reviewing. To this end FEU would recommend that staff teams have regular timetabled meetings and that one member is responsible for co-ordination with a particular ATO, attending programme review teams and providing two-way information and feedback.

63. Assessment may be regarded as ***the key to quality of provision***. It should be a coherent package, in terms of both principles and systems, by:

- using profiles which are both formative and summative;
- being criterion-referenced and competence-based;
- ensuring that there is a flow from training plans reflecting the YTS outcomes to individual training programmes, and from all stages of assessment through to certification;
- ensuring that all participants – trainees, tutors and supervisors – are fully conversant with the assessment procedures.

Assessment should also facilitate integration by systematically assessing a trainee's experiences, both on- and off-the-job, and by assessing knowledge, skill, understanding and applications through the performance of activities or tasks (competence objectives) which relate to adult roles and occupations, and comparing the judgements of tutors and supervisors.

64. Assessment should also be designed in such a way that it meets already published ***NCVQ criteria*** (see paragraph 7) by:

- accrediting competence, defined in terms of the ability to use skills and apply knowledge and understanding, and the performance of relevant work-related activities;
- providing work-based assessment;
- utilising appropriate vocational qualifications.

It should also be implemented in such a way that it reflects the YTS(2) design framework by:

- being part of the learning process and enhancing trainees' achievements in all four outcomes;
- mirroring the training processes by giving guidance as a part of the assessment system.

Guidance and review

65. The Training Agency suggests that the purpose of guidance and review in YTS should be *'to ensure continuing relevance of training and to encourage progress ... as a young person progresses through a two-year programme, that programme will become more and more individually tailored to the needs and circumstances of the individual. Such a process will not be successful unless adequate provision is made for regular guidance and review'*[5].

66. Guidance and reviewing is necessary to ensure that trainees are fully aware of the progress they are making and to enable them to join in decisions about their future programme. It is important that trainees should be clear about whom they should turn to for guidance. ATOs should recognise that external agencies (for example, Careers Service and Youth Service) can bring specialised expertise to guidance. Although much of the guidance will be informal, providers should ensure that formal ***reviews*** are conducted on a regular basis. Such reviews should take place at least quarterly, although more frequent sessions would be beneficial, and they must be trainee-centred. During a trainee's work experience it will be necessary to incorporate three-way reviewing, bringing in the off-the-job tutor, work-experience supervisor and the trainee.

67. ATOs should identify a scheme leader (who may be the person named for guidance) to:

- take overall responsibility, possibly in conjunction with others, for designing and writing scheme proposals;
- act as a focal point for administration enquiries from Training Agency staff, trainees, and supervisors;
- ensure the monitoring and evaluation of the scheme's progress.

The general nature of guidance and counselling should be consistent throughout the programme, and the advice and encouragement given during work experience should, in general, be complementary and not conflict with that received at other stages of a programme. The off-the-job tutors work with trainees, assessing them in a different environment; nevertheless it is as desirable for work placement providers to co-ordinate guidance aspects of their parts of the programme as it is to integrate the organisation details. ATOs should recognise that they are the key agents responsible for ***co-ordinating guidance and support*** and must ensure that each trainee has access to a named person within the scheme who is responsible for:

- reviewing the trainee's progress on a regular basis;
- regular liaison with other members of staff in the scheme;
- maintaining contact with the Training Agency about trainees;
- ensuring that the trainee's needs for guidance and support are met either by that named person or some other appropriate agency.

68. The YTS guideline on guidance refers to a range of activities and processes through which a trainee is encouraged to take charge of, or take responsibility for, the decisions that relate to his or her own development and so promote self-reliance. The FEU supports this interpretation and would endorse the activities also identified in the guideline (namely teaching, advising, counselling, informing and taking action). These were identified in an FEU staff development publication, *Tutoring*[38], as ***guidance activities***. It is suggested in this publication that guidance is appropriate at various 'stages' of the trainee's

FIGURE 2: ISSUES AND AIMS IN GUIDANCE

Training Agency stage	FEU Stage	Issues Presented by the Student	Aims for the Tutor	Other Agents Involved	Tasks	Settings
Pre-entry	Selection	'What are my skills?' 'Which do I want to develop?' 'In what ways will this opportunity help?' 'What will the course be like?' 'What demands will be made for me?'	To help identify learning needs and create a learning agenda. To help the student appreciate the aims, method and content of the opportunity. To help the student understand the costs/ benefits of the opportunity	School staff Careers officer Other selectors Careers adviser Student Counsellor	Negotiating Contracting Liaison	Individual work
Entry (Induction and Initial Assessment)	Induction	'Where is everything?' 'Who is everybody?' 'What do people expect of me?' 'How do I get out of here?'	To assist the student in coping with the transition. To help the student come to terms with the consequences of his/her decision. To enable the student to confront, explore and work through his/her anxiety.	Subject teachers College counsellor Careers adviser Careers officer	Informing Referring Advising Monitoring Counselling Liaising	Group work Individual work
Scheme	Experience	'How am I doing?' 'Why do I have to do . . .? 'Am I happy with this course?' 'Am I getting what I wanted?'	Helping the student review and reflect. Helping the student face consequences. Checking out whether the course is meeting the contract. Being vigilant to the student's progress and alert to any blocks to learning.	Subject teachers Work experience supervisor Careers officer College counsellor	Assessing Coaching Teaching Confronting Disciplining Representing Feeding-back Counselling Referring	Group work Individual work
Exit and progression	Transition	'What have I gained?' 'What do I want to do next?' 'What do I need to do about it?'	Helping the student review what he/she has done. Helping the student examine a range of possible options and choose between them. Helping the student explore consequences of other options. Helping students implement action plans.	Careers adviser Careers officer Work experience supervisor	Assessing Evaluating Counselling Referring Refereeing	Group work Individual work

ADAPTED FROM: Section 2 of *Tutoring*, FEU, 1982.

involvement in the scheme: before entry, at selection, at induction, while managing the experience, and at transition. The Training Agency refers to these stages, respectively, as pre-entry, induction and initial assessment, and exit and progression from the scheme. Using such an analysis, it is possible to identify a number of factors that those responsible for the schemes might pay attention to, as shown in Figure 2.

69. It is clear that many people, including tutors, supervisors, careers services, voluntary counselling agencies, and so on have a part to play in the provision of guidance to trainees. Naturally the level of their involvement will vary; the programme organiser will be likely to have a prime and important involvement at selection and lesser involvement during the work experience stage. As with other aspects of the scheme, however, the ***multi-agency nature of the guidance provision*** indicates a need for collaboration and consultation between such providers.

70. One way of achieving this necessary inter-agency approach is by the planned provision of a ***personal guidance base*** (PGB) aimed at maximising the guidance resources currently available locally in YTS to support trainees. In this way they can recognise their progression in terms of personal achievement, development and confidence. In an FEU document, *Towards a Personal Guidance Base*[39], the authors conclude that 'an FE college has to determine how much attention guidance is given within its own structure, and how this guidance is to be provided'. FEU has published a bulletin[40] which describes two case studies. However, guidance within a college or provided by an ATO should only be a part of the total guidance available to young people. The FEU has undertaken a research project to test the feasibility of an inter-agency, borough-wide, approach to the provision of guidance, in Knowsley (RP329: final report to be published by FEU as *Face to Face*).

71. The Training Agency recognises line managers' responsibility for guidance and the need for them to be trained to offer guidance and advice to trainees when needed. In Training Agency guidelines, reference is made to good first-line supervision and the provision of someone on whom young people can model themselves as they learn to cope with responsibilities and relationships at work. The off-the-job training/education tutor similarly undertakes this role and may also be regarded as a model in that sense. Thus any guidance system that emerges needs to make best use of the skills, experience and expertise of the first-in-line supervisor and tutor together with the appropriate support of the specialist. It may be that specialists should look toward their role as supporters of the first-in-line supervisors as much as the trainees. Guidance should be objective, well informed and supportive. This requires considerable skill on the part of the tutor, including knowing when ***referral to a specialist individual or agency*** is appropriate.

72. The Careers Service is the appropriate agency to which trainees with occupational guidance needs should be referred. Some ATOs will have careers advisers on site to give information, but there may be a need to consult with careers officers over the training and siting of such services; or on procedure for referral to careers officers when they are not available on site. Advisers with expertise and experience in the needs of unemployed clients may be needed for the servicing of YTS trainees.

73. Trainees with significant personal or domestic problems may need to be referred to a voluntary counselling agency or to welfare services in a college.

Some voluntary organisations with substantial involvement in YTS (such as NACRO and YMCA) may be able to offer particular expertise here. The off-the-job programme tutor can perform a pivotal role between trainees, the college and outside agencies, but it is important that the limits of the role should be appreciated. There is a danger that the tutor may become over protective and possessive, and feel uniquely qualified to help trainees make their decision, thus effectively preventing the self-reliance that is the prime focus of the guidance role.

74. ***Guidance and counselling is a part of learning*** and the skills used within guidance work are relevant and useful to the whole student-centred approach to education. It is an integral part of the Youth Training Scheme and is of particular significance to the personal development of trainees throughout the programme. It is an important focus for continuous assessment and reflection, and an integral part of the process whereby the trainee is encouraged to become increasingly self-reliant and confident. Thus, guidance and counselling skills are essential parts of the repertoire of the tutor (whether college-based, industry-based or community-based).

75. In off-the-job training and education, staff may need to reflect on their role as tutors and explore their ***tutoring skills*** in order to consider how best to organise opportunities for trainees to discuss their needs, perhaps outside the timetable and the time allocated for assessment. The work experience supervisors, trainers and teachers in off-the-job training and education should exercise sensitivity and discretion in developing the individual trainee's skills in this direction. A trainee's ability to evaluate his/her own performance objectively and record observations and self-assessment can develop only over a period of time. Aids to this process are the diary entries required under the review of progress and record of achievement, and profiling. These will encourage reflection and promote, with sensitive tutoring, more confidence in the trainee's own judgement.

76. Reviewing as a part of the process of participative learning, of trainee/tutor negotiated (formative) appraisal of an individual's training programme and resulting in positive guidance, should not be confused with reviewing of achievement for assessment purposes resulting in the recording of that achievement. Review sessions may be seen as having these two distinct but overlapping functions, and should be as much a part of the provision of guidance as of the process of formative assessment. Record-keeping is another distinct, but linked, activity and some of the information necessary for accurate recording will be a part of the agenda for many review sessions. ATOs should have separate arrangements for the recording of review sessions, distinct from those used to record summative achievement.

Negotiation

77. Negotiation can be seen as occurring in three different dimensions:

- *negotiation of management functions*, concerned mainly with external relationships between designated co-ordinators, ATOs and others to ensure effective joint planning and integration of YTS in design and practice;
- *negotiation of organisational arrangements*, mainly concerning an effective internal communication and organisational structure with defined roles and responsibilities to monitor control and evaluate the delivery of off-the-job education and training;

- *negotiation of learning opportunities*, involving support for trainees throughout the programme.

78. Management negotiation may be achieved by early constitution of the programme review team. However, even before that can be done, organisational structures and roles need to be defined. The FEU evaluation survey[30] found that colleges providing the off-the-job elements in one-year YTS needed to consider the following ***organisational issues***:

- Where YTS is 'bolted-on' to existing structures, there should be strong central co-ordination (inter-departmental).
- A YTS co-ordinator should be appointed, with responsibility for the programme and for liaison with other agencies.
- Overall responsibility should be assumed by a member of senior management with an executive role.
- Interdepartmental committees should exist to ensure that all relevant departments are involved with YTS initiatives and planning.
- The duties of the college co-ordinators should be clearly defined.
- The relevant administrative, clerical and technical staff at the college should be fully involved in the YTS.
- YTS activity should involve as broad a range of staff as possible.

79. The FEU college-based self-evaluation survey * showed that, just as negotiation of the YTS programme had thus far generally failed to involve the college, so it had failed also to involve the trainee. A large number of the schemes surveyed did not take account of trainees' abilities and aspirations. The FEU evaluation study further found that, in the first year of YTS, many trainees were allocated to inappropriate courses. Some trainees have clear perceptions and are better able to negotiate their learning agenda than others. Through the processes of trainee-centred reviewing and project-based teaching many will gain in knowledge and maturity throughout the programme, accept the priniciple of negotiation and develop skills of self-advocacy. Some activities which provide good ***opportunities for negotiation*** include:

- self-managed group projects aimed at raising money for charity or providing some community benefit;
- enquiry projects, such as surveys of local environmental conditions or social needs, in which the group must work out its collective organisation;
- using college facilities for open learning in conditions requiring some sharing or ordering of priorities;
- appropriate work-based projects organised by employers.

80. The YTS curriculum framework is not, itself, negotiable, but individual trainee learning assignments and the resources and methods with which they approach them should be negotiable. The idea of ***supportive negotiation*** refers to ways in which anyone in a tutoring role (supervisor, off-the-job tutor) creates time and the opportunity for the trainee to determine what she/he may be expected to learn, and under what conditions[38]. The first point at which this opportunity arises is in the diagnostic initial assessment interview. This establishes a structured conversation, organised around the trainee's keeping of the logbook or record of achievement, which steadily expands the opportunities available for the trainee to identify new (or repeated) learning experiences which he/she wants to tackle.

* This ran in parallel with the main evaluation of YTS by FEU in 1985. The FEU invited some colleges to undertake their own self-evaluation.

Trainee-centred reviewing of progress should be undertaken at least quarterly, and preferably monthly, by college or other off-the-job providers, in collaboration with the ATO. Trainees should have an opportunity to set new targets for learning in connection with proposed new activities, and to agree on ways of measuring and monitoring these. This approach to ***'contract-based' learning*** allows the initiative for expanding the training programme to come from the trainee. This process of negotiation assists tutors and supervisors to ensure that the individual needs of trainees are met and that the training programme is both relevant and appropriate.

The individual assessment and review process is only one of many opportunities for negotiation. The strategy recommended by the FEU[41] implies that negotiation should take place throughout the training programme. If this is to be made a reality in YTS settings, two things must be done:

- trainees must learn (through practical experience and discussion or individual study) to appreciate the main characteristics of the concept 'negotiation', and the stages through which negotiations typically pass;
- trainees must have repeated opportunities to engage in and observe different negotiations as part of their YTS training experience.

There will often be difficulties in achieving these desirable learning opportunities. The place of negotiation within the YTS curriculum is not clearly defined nor securely established. Some ATOs are not inclined to give negotiation an explicit place within their scheme. Many trainees will be anxious to meet the expectations of supervisors and trainers without the added complication of negotiating aspects of these expectations and targets. On the other hand, there are many examples of good practice where ATOs and off-the-job trainers have encouraged supportive negotiation.

Integration of core and vocational elements

An essential principle of YTS programme design is that ***core skills should be integrated with vocational elements*** to provide a fully integrated education and training programme. The Training Agency recommends that *'The set of competence objectives for a programme should encompass a broad occupational area. The achievement of these objectives taken together will require trainees to exercise occupational and core skills to demonstrate their ability to transfer skills and show personal effectiveness'*[5]. These outcomes together make up the concept of 'occupational competence'.

The Training Agency defines core skills as *'those abilities commonly found in a wide range of occupations, in a variety of work settings, and at many different levels'*[42]. Four core areas have been empirically derived and identified:

- number and its application;
- communication;
- problem solving and planning;
- practical skills.

A fifth area, computer literacy/information technology, is also considered to be an essential component of all programmes *.

The Training Agency has provided examples of the way in which learning objectives within each core area may be expressed in competence objectives which relate directly to specific occupational training areas. These examples

* Computer literacy and information technology are not included specifically as core skills, but the Training Agency states, *'We are clear that this must encompass basic competence in computer and information technology'*[5].

are to be found in a series of illustrative schemes drawn by lead industry bodies as models for use by ATOs.

It may be difficult for ATOs to reconcile the requirement for competence objectives, including core skills, to cover 'broad' occupational areas and also to relate to 'specific occupational areas', and much may depend on the Training Agency perception of 'broad'. The Training Agency has defined core skills in terms of occupationally based achievements rather than in terms of generic aims and objectives, and this has not assisted off-the-job tutors in identifying a core to which they can relate. The FEU has suggested the adoption of a Minimum YTS Core Checklist (shown in Figure 3) which describes ***generic core skills*** and derives from a variety of existing schemes.

This checklist is intended to be used as a common basis of negotiation between all concerned: ATOs/colleges/employers/ trainees. It avoids defining where the learning should take place or who should provide it. Generally, however, ATOs would offer to provide each trainee with a range of appropriate learning experiences. Similarly, they would offer to provide, for each trainee, a range of additional learning opportunities according to the trainee's level of achievement, identified by the checking process.

The FEU checklist describes competences without putting them into specific occupational contexts. Tutors and trainers are expected to analyse their curricula and programmes to see whether the tasks and assignments they set adequately cover the range of competences designed in the list. There is a psychological basis for developing transferable abilities through a generalised checklist, which is discussed in another FEU publication[43]. The Training Agency Core Skills Checklist shown in Figure 4 covers a similar range of skills, but in a more specific ***occupational context*** than those in the FEU list. An evaluation of the relative merits of each is not necessarily productive: teachers and trainers will, for a variety of reasons, prefer one to the other. FEU suggests that there should be discussions between colleges and employers on how skills on both lists can be 'delivered' to young people on particular schemes. They should also help bridge the gaps between 'education' and 'training' and assist in integrating on- and off-the-job training.

The more complete core described in Figure 4 should not, however, be ignored. For example, problem solving should not be regarded exclusively as a high-level skill; neither should it be restricted solely to an educational context or a specific training situation. Similarly, the requirements of computer literacy can go well beyond the minimum suggested[44]. Social skills and creativity are two other areas which should deliver to young people the process skills valued by employers. In designing learning to fulfil core skills, trainers and tutors need to do more than just set up assignments to evaluate an end result; many **process skills** are not discernible in the end result. This is why a profile-type record of achievement is valuable. Success should be positively acknowledged rather than recording suggestions of (comparative) failure or non-achievement.

The Joint Board for Pre-Vocational Education (JBPVE) has co-operated with the Training Agency and the Department of Education for Northern Ireland (DENI) in testing the feasibility of providing the CPVE as a qualification within YTS (and YTP in Northern Ireland). A pilot study began in September 1985, involving 13 centres, and was extended to more than 40 centres in 1986/87*. The report at the end of the first pilot year concluded that 'there appears to be no ultimate incompatibility between CPVE and YTS criteria and outcomes'[45]. Development work has been undertaken jointly by the JBPVE and Training

* A description of the development of this alternative route to CPVE is given in the bulletin *CPVE 13*, FEU, December 1986.

FIGURE 3: FEU SUGGESTED MINIMUM YTS CORE CHECKLIST

The following checklist is intended to be used with trainees by providers of on- and off-the-job education and training.

1. NUMERACY

1.1 Add, subtract, multiply and divide whole numbers, basic fractions and basic decimals.
1.2 Decide when to use calculators, tables, pencil and paper or mental arithmetic.
1.3 Interpret place value.
1.4 Convert fractions to decimals and vice versa.
1.5 Use standard units of measurement, read graduated scales, and make approximate conversions between imperial and metric units.
1.6 Read the 24-hour clock, and train/bus timetables. Make estimations of time.
1.7 Interpret and use tables of figures.
1.8 Make approximations and estimations, and assess the accuracy of results obtained by a calculator.
1.9 Apply and interpret ratio and proportion.
1.10 Calculate averages and percentages.
1.11 Make elementary algebraic substitutions.
1.12 Describe the properties of common shapes, and measure angles.
1.13 Make calculations and estimations of perimeter, area and volume of right-angled figures, circles and cylinders.
1.14 Interpret and present graphs, charts and maps, choosing an appropriate form for their purpose.
1.15 Appreciate perspective.

2. COMMUNICATION

2.1 Read and understand data in a wide variety of forms and identify the points of a given text relevant to a particular purpose.
2.2 Be able to read and understand written questions and requests.
2.3 Be able to distinguish fact from opinion, identify emotive and ambiguous statements and identify instances where expert advice is relevant to a matter of opinion.
2.4 Find and use information from a variety of given sources, including electronic information sources.
2.5 Listen to, and understand information and requests given orally.
2.6 Be able to communicate competently in written form; organise content, write effectively and with observation of the conventions of legibility, spelling, punctuation and grammar.
2.7 Explain and describe events, processes and opinions sensibly and clearly in writing.
2.8 Make notes for own use.
2.9 Be able to express tabular or graphic data in written form or vice versa.
2.10 Fill in forms correctly.
2.11 Speak audibly and give clear verbal explanations of processes/opinions/events to a variety of audiences.
2.12 Make a disciplined contribution to group discussion.
2.13 Use the telephone effectively.
2.14 Experience and practice various kinds of verbal encounter, and evaluate their own strengths and weaknesses.
2.15 Experience membership of, and practise communication in, a variety of groups.
2.16 Experience various roles in these groups.
2.17 Experience the communication requirements of certain jobs and evaluate their reactions to them, and their ability to learn.
2.18 Participate in planning and creating an example of a particular form of communication, matching the form to the purpose.
2.19 Critically appraise examples in a medium of communication with which they have experience.

3. PROBLEM SOLVING/PLANNING

3.1 Produce alternative solutions or explanations to given problems.
3.2 Identify what evidence would support a statement or a guess, and what would cast doubt on it.
3.3 Consider or eliminate alternatives, in a systematic way.
3.4 Generalise as appropriate from previous experience or data.

4. COMPUTER LITERACY/IT

4.1 Recognise various pieces of computer/IT hardware.
4.2 Recall an appropriate computer-based vocabulary.
4.3 Use a terminal or micro-computer to run pre-prepared programmes, and to edit a document.
4.4 Use a commercial teletext or viewdata system.
4.5 Work with various computer assisted systems.
4.6 Recognise the limitation and potential of computer systems.

5. PRACTICAL SKILLS

5.1 Use a basic range of measuring instruments.
5.2 Use a variety of hand-tools, implements and basic power tools/implements.
5.3 Perform processes such as cutting, joining, etc., on a range of basic materials.
5.4 Plan and perform processes such as assembling, dismantling, sorting, etc.
5.5 Demonstrate an awareness of safety, hygiene and other environmental requirements appropriate to their occupational category.

SOURCE: *Supporting YTS*, FEU, 1985

FIGURE 4: THE TRAINING AGENCY'S CORE SKILLS CHECKLIST

NUMBER

1. Operating with numbers

1.1 Count items singly or in batches.
1.2 Work out numerical information.
1.3 Check and correct numerical information.
1.4 Compare numerical information from different sources.
1.5 Work out the cost of goods and services.

2. Interpreting numerical and related information

2.1 Interpret numerical data or symbols in written or printed form.
2.2 Interpret diagrams and pictorial representations.
2.3 Interpret scales, dials and digital readouts.
2.4 Identify items by interpreting number, colour, letter codes or symbols.
2.5 Locate places by interpreting number, colour or letter systems.

3. Estimating

3.1 Estimate quantity of observed items or materials.
3.2 Estimate quantities required for a purpose.
3.3 Estimate portions or shares.
3.4 Estimate dimensions of an observed object or structure.
3.5 Estimate weight, volume or other properties.
3.6 Estimate the time needed for an activity.
3.7 Estimate the time an activity has been going on.
3.8 Estimate the rate of use of items or materials.
3.9 Estimate the cost of goods and services.
3.10 Estimate and compare shapes or angles.
3.11 Estimate the size of gaps or holes and the fit of items.
3.12 Estimate required sizes of containers or covering materials.
3.13 Estimate size or shape for the purpose of sorting.
3.14 Estimate settings for tools, equipment machinery.

4. Measuring and marking out

4.1 Measure the dimensions of an object or structure.
4.2 Mark out required dimensions and shape.
4.3 Measure weight, volume or other properties.
4.4 Measure out a required weight or volume.
4.5 Measure the time a process or activity takes.

5. Recognising cost and value

5.1 Compare the cost of different goods and services.
5.2 Compare the relative costs and benefits of buying or using goods and services.
5.3 Recognise the value of items in order to take appropriate care of them.

COMMUNICATION

6. Finding out information and interpreting instructions

6.1 Find out information by speaking to other people.
6.2 Find out information from written sources.
6.3 Find out information by observing.
6.4 Interpret spoken instructions.
6.5 Interpret written instructions.
6.6 Find out the needs of other people in the workplace.
6.7 Find out the facts about things that have gone wrong.
6.8 Find out the needs of customers and clients.

7. Providing information

7.1 Provide information by speaking to other people in the workplace.
7.2 Provide information by speaking to customers and clients.
7.3 Provide information in writing, and by means of tables and diagrams.
7.4 Provide information by demonstrating to other people.
7.5 Provide information by answering questions in the course of the job.
7.6 Provide information by explaining to others about problems that have occurred in the job.

8. Working with people

8.1 Notice when to ask other people in the workplace for assistance.
8.2 Ask other people in the workplace for assistance.
8.3 Notice the needs of customers, clients, and other people in the workplace.
8.4 Offer assistance to other people in the workplace.
8.5 React appropriately to requests from other people in the workplace.
8.6 Discuss with other people in the workplace how things are to be done.
8.7 React appropriately to complaints from other people in the workplace.
8.8 Offer assistance to customers and clients.
8.9 React appropriately to requests from customers and clients.
8.10 Converse with customers and clients in order to establish or maintain an appropriate relationship.
8.11 React appropriately to complaints from customers and clients.
8.12 Notice where people behave exceptionally and whether action is required.

PROBLEM SOLVING

9. Planning: determining and revising courses of action

9.1 Plan the order of activities.
9.2 Plan who does what and when.
9.3 Plan tools, equipment, machinery, and stock and materials needed for a task.
9.4 Plan the arrangement of items.
9.5 Plan how to communicate for a particular purpose.
9.6 Plan how to present information.
9.7 Plan how to find information.
9.8 Diagnose a fault.
9.9 Plan how to deal with hazards and difficulties that might arise.
9.10 Plan how to deal with things that have gone wrong.

10. Decision making: choosing between alternatives

10.1 Decide when action is required.
10.2 Decide which category something belongs to.
10.3 Decide between alternative courses of action.
10.4 Decide how to make the best of an awkward situation.
10.5 Decide on a correct response when accidents or emergencies occur.

11. Monitoring: keeping track of progress and checking

11.1 Check that she/he is performing a task to standard.
11.2 Monitor a process or activity.
11.3 Monitor the availability of stocks or materials.
11.4 Check the quality and condition of equipment, materials or products.
11.5 Check written information.
11.6 Monitor the safety of the workplace.
11.7 Notice that things have gone wrong, and that action is required.

PRACTICAL

12. Preparing for a practical activity

12.1 Locate the place where work is to be carried out if it is not the usual one.
12.2 Identify or locate:
12.3 Handle, lift or transport:
12.4 Check and adjust or clean:
12.5 Arrange for safe and easy working:
(Tools, equipment machinery, materials, stock or items, animals)
12.6 Carry out start-up procedures.
12.7 Adjust heating, lighting, ventilation.
12.8 Check for potential hazards in the work area.
12.9 Carry out health and safety procedures.

13. Carrying out a practical activity

13.1 Adopt safe working practices.
13.2 Lift or transport objects or materials.
13.3 Manipulate objects or materials.
13.4 Operate and control or adjust tools, equipment, machinery or instruments.
13.5 Set up, assemble or dismantle equipment, machinery, instruments or products.
13.6 Adopt safe practices in the event of accidents or emergencies.

14. Finishing off a practical activity

14.1 Carry out procedures to turn off or hand over:
TOOLS, EQUIPMENT, MACHINERY.
14.2 Check products or results of activity for quality and accuracy.
14.3 Carry out procedures for cleaning or routine maintenance.
14.4 Carry out procedures to hand over products or results of activity.
14.5 Carry out procedures to store or return:
TOOLS, EQUIPMENT, MACHINERY, MATERIALS, STOCK OR ITEMS, ANIMALS.
14.6 Restock for future requirements if necessary.
14.7 Check for potential hazards in the work area.
14.8 Carry out health and safety procedures.

SOURCE: *Core Skills in YTS (Part 1)*, MSC, September 1984

Agency in order to facilitate a matching of CPVE and YTS systems, languages, documentation and staff development. The second report on the pilot study suggested that all the schemes in the pilot had successfully integrated the ***CPVE and YTS cores*** through the focus of vocational studies and by using assignment-based learning. However, 'employers needed assistance in identifying the core content present in any task/assignment'[4b]. CPVE, as an award within YTS, is being reviewed by the Training Agency; CPVE has proved its value as a foundation award within the scheme and FEU believes that it should be made generally available within YTS.

A comparison of YTS and CPVE cores (Figure 5) shows the core aims and objectives to be congruent despite differences in language and vocabulary and the learning context. YTS is a work-based scheme with specific core skill objectives and assessment, whereas CPVE has been education-based with a significant common core related to broad education objectives and a range of vocational options. Broad similarities occur in core areas.

FIGURE 5: YTS AND CPVE CORES COMPARED

YTS	CPVE
Number	Numeracy
Communication	Communication
Problem solving	Problem Solving
Practical skills	Practical skills
Computer literacy/Information technology	Information technology
	Social skills
	Industrial, social and environmental studies
	Science and technology
	Creative development
	Personal and career development

Inevitably, there is overlap between areas and the CPVE core exceeds the YTS core, notably in personal and career development, social skills and creative development, but also in industrial, social and environmental studies and, to some extent, in science and technology. It should be recognised, however, that some 'missing' YTS objectives could well be achieved through other learning opportunities such as demonstrating personal effectiveness, occupational competences and other YTS outcomes. The CPVE/YTS pilot study has gone some way to showing that this is already being achieved.

YTS, CPVE and the Technical and Vocational Education Initiative (TVEI) have in common the characteristics of vocational relevance, experiential learning, integrated delivery and a ***core curriculum***. Many tutors and trainers may find themselves involved in a variety of vocational preparation and training schemes, working individually or as part of a team. Whatever the scale or combination of teachers involved, it makes sound sense to pool teaching resources. If teaching materials are made generally and readily available for team use, it is important that they are:

identified or labelled as appropriate for particular client groups or schemes;

- indexed or catalogued to show core coverage by scheme;
- cross referenced to show commonality of scheme usage;
- linked to other relevant support materials, strategies and teaching methods.

Long-term benefits and time saving could be ensured by utilising multi-purpose material, and a logical extension of this approach is to look to consortium solutions outside the college, and the use of TVEI, and local authority and regional curriculum base (RCB) resource centres. Visual aids and library support in developing resource packs and providing advisory service are also invaluable for tutors coping with additional pressures of negotiation, profiling, continuous assessment, tutoring and teaching for transfer. An FEU staff development publication[47] gives some useful strategies and examples of how teachers can deliver a core curriculum.

Summary and self-evaluation checklist

This section has examined the training processes which ATOs should implement in the delivery of the scheme. The process of selection, which should provide equal opportunities for participation, is followed by trainee induction which is one of the key elements shown in the YTS(2) design framework. Initial assessment is essential in providing a base record of trainees' experience/attainment and continuous assessment, recorded by formative profiling, and is an integral part of the participative learning process. Guidance and review together with negotiation provide the opportunity for trainees to play a central part in the development of their programmes. An essential part of the learning process is the emphasis on integration of both curriculum and delivery.

1. Does the selection procedure afford an equal opportunity for all young people to enter the programme?

2. Has the induction programme been designed and implemented to cover both on- and off-the-job training? Is there induction for each new part of the programme?

3. Is the induction period used for initial assessment? If so, how does this take place?

4. Is initial assessment:
   - linked to subsequent assessment, guidance, reviewing and recording?
   - part of a planned process in which both on- and off-the-job components are complementary and integrated?
   - understood by staff and supportive of trainees?

5. How trainee-centred and participatory is the off-the-job element? To what extent does individual learning take place?

6. How are trainees motivated and encouraged to participate in their own learning and assessment?

7. How is the continuous assessment of trainees facilitated? How frequently do individual and group reviews take place?

8. Are trainees generally satisfied with the procedures and outcomes of individual and group reviews?

9. Have adequate guidance, review and support elements been built into the training programmes?

10. Who is responsible for:
    - management and organisational negotiation?
    - negotiation of learning experiences with the trainees?

11. What steps have been taken to ensure that the YTS core skills have been experienced, recorded and fully integrated with the various training elements?

12. Have the staff team considered:
    - what is being assessed?
    - by whom?
    - why it is being assessed?
    - how it is being assessed?
    - what happens after the assessment?

Introduction

The four outcomes defined in the original YTS framework remained unchanged as the outcomes for YTS(2). The Training Agency's concern was to improve the quality of YTS by a new design which emphasised the outcomes, as shown in Figure 1. The four outcomes place emphasis on competence, transferability and personal effectiveness. The relevance of learning directly related to work experience and 'experience' of the work situation has obvious benefits. For example, trainees develop a growing awareness of their own competence. Their confidence increases and they realise that they can make realistic judgements about their future careers and contributions to society. Improved certification, if it records these outcomes, is important. This section examines the four outcomes which are defined as:

- competence in a job and/or range of occupational skills;
- competence in a range of transferable core skills;
- ability to transfer skills and knowledge to new situations;
- personal effectiveness.

Training Agency criteria require all ATOs to provide occupationally based training that avoids narrow specialisation and forms the basis for subsequent, more specialised training where appropriate. It is recommended that ATOs should provide schemes which concentrate on one occupation or groups of related occupations, although some initial sampling of different types of work iis desirablle in the early part of the scheme. Competence in a job and/or a range of occupational skills is the main base upon which the other three outcomes can be developed.

In countries where the aims of initial training have long been treated as separate from, but complementary to, the specific training needs of individual companies, such groupings are not new. However, what was new in the work which the Institute of Manpower Studies (IMS) carried out for the MSC in the early 1980s was the link between Occupational Training Families (OTFs) and the way in which competence at work is developed. It was a combination of identifying transferable skills and enabling young people to transfer such skills because they 'own' them. The Training Agency has subsequently replaced OTFs with Training Occupations Classifications (TOCs), listed in Figure 6. OTFs were essentially broad-based and generic in nature, while TOCs are more occupationally specific and relate more closely to the likely future pattern of vocational qualifications.

FIGURE 6: TRAINING OCCUPATIONS CLASSIFICATIONS

A.	Administrative, clerical
B.	Creative, education, recreational
C.	Health, community and personal service
D.	Selling and storage
E.	Scientific
F.	Hotel and catering, food preparation
G.	Agriculture and related
H.	Fishing
I.	*(Blank category)*
J.	Transport and related
K.	Construction and civil engineering
L.	Mining, oil retraction and quarrying
M, N.	Mechanical and electrical engineering
O.	*(Blank category)*
P.	Motor vehicle repair and maintenance
Q.	Non-metal processing
R.	Printing
S.	Textiles
T.	Security
U.	*(Blank category)*
V.	General education
W.	Processing
X, Y, Z.	*(Blank categories)*

A competence-based system

In *Towards a Competence-Based System*[48], the FEU defines competence as 'the possession and development of sufficient ***skills, knowledge***, appropriate ***attitudes*** and ***experience*** for successful performance of life roles'. The definition is deliberately broad in its focus to include the variety of work and non-work roles in which learners are (and will be) engaged. The four interrelated outcomes of YTS(2), when taken together, constitute a broad view of occupational competence. The YTS outcomes require more than narrow job-specific training and the ability to carry out a particular function or range of functions. They require skills, knowledge, attitudes, understanding and experience applicable to virtually all roles.

A competence-based system, as described above, implies non-traditional approaches to teaching and learning. Content cannot be excessively compartmentalised. Whether singly or in cross-disciplinary teams, teachers need to focus upon competences applicable to a variety of work and non-work ***life roles***. Experience and understanding must be fused. Tutors, and those in industry and commerce, will be required to co-operate with the design and use integrated assignments, and operate programmes of learning to fulfil defined learning objectives and enrich experience.

A competence-based system will impose changes upon the validating bodies and their processes. The report of the Review of Vocational Qualifications working group concluded that 'many existing vocational qualifications do not adequately assess or indicate competence'. The recommendations of the working group were accepted and the NCVQ is now in place. In *The National Vocational Qualification Framework*[49], an accredited vocational qualification is defined as 'a statement of competence which will incorporate assessment to specified standards of:

- skills;
- relevant knowledge and understanding;
- ability to use skills and to apply knowledge and understanding in the performance of relevant work-related activities.'

The FEU has discussed some of the problems and solutions that should be addressed if FE teachers and others are to cope with the requirements of NCVQ in relation to assessing competence, in *Assessment, Quality and Competence*[50]. NCVQ implications are also discussed in paragraph 7. An FEU document, *Competency-Based Vocational Education*[14] (CBVE), provides advice about the nature and context of CBVE, and discusses the curricular processes including occupational analysis. Competence-based modular training programmes have been evaluated by FEU; the evaluation is described in a series of bulletins and a report which will be published in 1989[15]. The curriculum and staff development implications of the new vocational qualifications are also discussed in a series of FEU bulletins[10].

Competence in a job and/or range of occupational skills

The Training Agency regards the four outcomes as being interrelated and that, together, they constitute a broad view of occupational competence. They suggest that *'a two year training framework should normally provide a broad base of foundation training . . . we reject the idea of two years of narrow job-specific training'*[5]. To achieve this, ATOs might use the TOCs as a way of

broadening the base of foundation training and need not restrict a trainee's programme narrowly within one TOC. A desirable aim would be to provide an opportunity for young people to sample different occupational categories within a programme, especially during the first year.

102. The unified concept of YTS also makes undesirable the creation of sharp divisions between occupational and other skills. In Training Agency guidelines, occupational core skills are identified under headings such as calculation, measurement and drawing, communication, planning and problem solving, a number of more specific occupational tasks, and safety. Not unexpectedly, many of these occupational skills are common to other occupations, that is they are generic, and most if not all of them are identified in the CPVE core.

103. The FEU believes that a common core (see Figures 3 and 4) should be regarded as an essential checklist by tutors. It can be used, first, to check whether the full range of occupational learning is being experienced by an individual trainee on the job and, second, as an opportunity to generalise and broaden any occupational training received so far. The use of the core in this way should not only help emphasise to the trainee that college tutors are interested in occupational training but also indicate that there is a productive relationship between on-the-job and off-the-job training.

104. The acquisition by a trainee of a ***core of competence*** common to all TOCs is also regarded as essential by the FEU. This should facilitate transferability and flexibility as well as provide a common base of reference for progression in both training and education systems. FEU has previously suggested a model[36] which describes a hierarchy of increasing vocational commitment based on:

- a core available to all trainees;
- access to one or more occupational areas (TOCs);
- occupationally specific skills (within a TOC).

105. There is an important role for off-the-job providers in involving themselves in the delivery of YTS occupationally based training. If they are not directly involved in its provision, they should seek participation in its design. Failing this, they should seek information as to what is contained in the training plan devised by the ATOs. If some continuity of individual development is to exist after the first year, off-the-job tutors should relate to the occupational training each young person has done during YTS. Hopefully, improved records and certification will facilitate this process. Off-the-job tutors can facilitate progression by providing:

- careers advice and initial guidance prior to entry, with an opportunity to negotiate parts of the programme;
- support and guidance during the programme;
- exit guidance, with clear records which state what has been taught and learned, to what level and over what period, supported by further details, as needed, on personal achievements, attainments, and experience;
- long-term continued guidance (a 'drop in' information facility).

Competence in a range of transferable core skills

106. The Training Agency defines core skills as *'skills that are common across different occupational areas and different sections'*[5]. The YTS approach is

based on the idea that there are identified core areas common to the TOC categories, which can be learned in any one of these categories and which transfer to another. They are seen as being essential for competent performance. Through the medium of both planned work experience and on- and off-the-job training, all schemes must provide opportunities for trainees to progress in a work-related context in the core areas. Because skills in these areas are common to a wide range of tasks in different occupations, developing a core skill in learning to perform one task helps the trainee tackle other tasks with the same core skill. For example, working as a sales assistant or a receptionist have certain communication skills in common. (The YTS core is also discussed in paragraphs 83–89.)

107. The strategy of identifying core areas and achieving their learning objectives through occupational contexts is still new to many and will take time to establish in anything approaching its final form. The Training Agency sees the achievement of competence objectives within a set of core areas as an essential part of all YTS programmes, enabling progression of trainees and their preparation for rapid and far-reaching technological labour market changes. The inclusion of computer literacy/information technology is in the expectation that in the 1990s it will be in common use in all aspects of industry, commerce and community. ATOs are recommended to incorporate some 'hands on' experience with information processing equipment into their programmes.

108. ATOs are responsible for ensuring that trainees develop skills which they will be able to use after the YTS. In the case of core skills this means providing opportunities for trainees to progress in as many as possible of a set of 103 core skills in the 14 skill groups, across core areas developed by the Training Agency for use in the YTS (see Figure 4). During both off- and on-the-job elements of schemes, supervisors, trainers and tutors should seek to identify core skills in the tasks that trainees carry out, and stress the relevance of these skills by reviewing and integrating them. A review should take into account the different levels of skill necessary within each area, variations in trainee ability, and the need to enable individual trainees to progress as far as they are capable within each area.

109. An important aspect of this approach is that the core area objectives do not have to be learned in a sequential order, but can be achieved at any time during the training period. In addition, each young person starts from his or her own base line of performance and gets the opportunity to improve that performance in each of the core areas. Core skills should not be regarded as low-level skills as they can form the framework for learning experiences from basic to very high levels; in this way, the ***variety of levels*** from which trainees may start can be accommodated. Although set in occupational contexts, the core area objectives can be expressed in generic terms. Thus, the achievement of these objectives should have a double significance for the trainee because it demonstrates both an ability to perform a specific element of a job and the ability to perform to a recognised level in a core area which has application in another TOC.

110. The MSC undertook a 'Core Skills Project' between 1982 and 1985, which concluded that 'for NTI to become a reality, the country requires an accreditation system based on the occupational competence and standards needed by the workforce in real workplaces, not a system which is reconstructed from a traditional model, based on outmoded values and attitudes about the worth, value and status of different kinds of skills, learning and performance'[16]. The project provides a model for work-based learning

which is outcomes-based. The project shows that progress has been made in clarifying definitions of job competence and has also raised awareness of the need for a more systematic approach to work-based assessment. The FEU has reviewed the attempts to promote on-job, criterion-based competence testing and concluded that it remains, as yet, an unproven technique[50]. These areas may become more capable of evaluation as new vocational qualifications involving work-based assessment of competence are developed.

The FEU has suggested a broad definition of skills which includes both ***core and basic skills***[36]. It proposes a generic approach which encompasses the following points:

- the use of a skill cannot be dissociated from knowledge, understanding, practice and attitudes;
- a skills-based curriculum with a relevant vocational focus provides not only essential competences but also the right kind of stimuli for the young person to experience the wider aims of education;
- the term skills should be used to describe a range of competences: language skills, number skills, manipulative skills, problem-solving skills, learning skills, etc;
- vocational preparation should provide young people with a range of generic skills to improve their adaptability and potential for progression;
- both general and specialist subject teachers and industrial tutors should be encouraged to regard themselves as facilitators of the learning of basic skills, using the teaching of any skill as an opportunity for wider learning;
- skills across a curriculum require a co-ordinated approach to on- and off-the-job training/education and a need for all trainers/teachers to have, as their concern, the teaching of core skills;
- teaching for transfer might be enhanced if a more reflective mode of learning is used, based on the notions of skill ownership. Teachers and trainers need to encourage young people to become aware of the links between different kinds of activity and that they already possess skills which can be used in a range of contexts.

Adaptability and versatility are desirable trainee attributes which are best acquired through trainees being made aware of the process of their own learning. Thus, it is paradoxical that in attempting to improve the effectiveness with which trainees are able to demonstrate the products of learning, teachers and trainers may be neglecting to encourage the development of the trainees' learning skills and their ownership of those skills. There is a natural temptation to concentrate on improving the output of learning – the product – and to ignore the (more transferable) ***process*** of learning by which the ***product*** is achieved.

Ability to transfer skills and knowledge to new situations

The Training Agency states that *'transfer is central to the concept of a versatile and adaptable workforce. Young trainees must have the opportunity to develop and demonstrate their ability to transfer skills and knowledge to new tasks, new jobs and new locations'*[5]. In practice, this outcome has been difficult for ATOs to deliver.

114. Competence and its transfer is described in one of the briefing notes to *Relevance, Flexibility and Competence*[15]. In it, the FEU suggests that competence is usually described in two ways:

- the ability to complete a skill or mental operation satisfactorily;
- the ability to use existing skills, knowledge and experience to deal with different situations.

The first is about outcomes and is related to predictable tasks in stable environments, but the second is both product and process orientated and usually embraces a more complex nature of skills. It is normally essential to acquire the first set of skills before the second set can be developed. Both need to be included in education and training programmes and more conscious attention needs to be given to teaching for transfer. There is some evidence to indicate that 'knowing why' (theory) and 'knowing how' (technique) are ***the keys to skill transfer***. This means that acquiring an understanding of the principles shaping experience enables the learner to consider and exploit potential opportunities for transfer more cogently.

115. The Training Agency's criteria for transfer involve the recognising and using of skills. The YTS aims to provide trainees with basic job competences, skills and knowledge which are transferable outside the immediate context of their YTS training, and skills which can be built on subsequently. Trainees should be provided with the opportunity to move to new tasks, new jobs, and situations including possible new locations. They should also be encouraged to practise a few simple techniques which enable them to analyse the skills required in a new situation, check the relevance of the skills they possess, and discover what else they need to know or be able to do.

116. A trainee may acquire an understanding and 'feel' for a particular commodity or material and yet, when asked to apply a similar process to another type of material, may experience difficulty. In this situation a trainee has to be involved in finding out what he/she needs to know, or is able to do, in order to perform the task (a form of self-organised ***discovery learning***), then repeat the task and participate with the teacher in evaluating and assessing performance. This review and reflection process reinforces trainee knowledge of the skills 'owned', how these skills need to be adapted to unfamiliar products of materials and, by testing different applications, how to make the best use of existing skills. This approach makes demands on the tutor in planning well-designed assignments and setting aside time for review and assessments, in constantly looking for opportunities to reinforce transfer and encouraging trainees to have the confidence to try their skills in new situations. It means adopting different approaches, providing opportunities for young people in different learning environments, and flexibility of response by teachers and the institution.

117. ***Experience-based learning***[51], such as might occur in a work placement, is likely to provide opportunities for practice of transfer if it is:

- structured rather than haphazard;
- demanding and extending;
- supported by opportunities for questioning and reflection;
- integrated with formal college-based learning, whether in education or training.

The trainee might benefit from work experience in a variety of places, and the Training Agency is encouraging movement in a firm during training. Work experience should help the trainee experience a range of affective objectives which cannot be created realistically in colleges, for example, the trainee responding to requests from customers during peak periods of business when all other staff and managers are busy and have no time to give guidance.

Guided reflective periods following, say, work experience or any practical session, can help to develop transfer skills such as problem solving. For example, ***reflective learning*** might eventually lead to the learner having confidence in his/her judgement about procedures and acceptable standards of work. This strategy of reflecting on one's experience should by no means be confined to young people; in another FEU document[3,2] it is recommended for adults. Reflection can be used for learners to assess their own progress. Whether it comes from self-assessment, the teacher, or jointly, learners need frequent reviews of progress to reinforce learning. Formative profiles and records help the process of reflection and encourage an awareness of progress.

FIGURE 7: A CHECKLIST FOR ACTION ON TRANSFER

This checklist offers a way to open up the debate on suitable curriculum and teaching strategies for learning for transfer. These suggestions should be scrutinised, tested and adapted during practice.

1. RAISING TEACHING AWARENESS

Both general and specialist teachers should be encouraged to regard themselves as teachers of *basic skills* and, therefore, promoting transfer in their own subject teaching. The process of stating and analysing curriculum objectives and teaching contexts with which teachers are familiar is a useful starting point in raising teacher awareness.

2. SETTING UP A TEAM INTERESTED IN TEACHING FOR TRANSFER

A curriculum development team might exist or a mutual self-help teaching team may need to come together to help to optimise on transfer situations. Transfer objectives will be more effective if they are pervasive and deliberate objectives adopted throughout a programme by a team of teachers committed to teaching for transfer.

3. CONSIDER THE CURRICULUM

Group job specific skills and tasks optimising on *basic skills* * embedded in the tasks and common work procedures to provide a broad curriculum. Use a core of skills (such as in Appendix II or III) to provide a framework for curriculum analysis to ensure total skill coverage. Construct and include objectives for transfer in the curriculum.

4. PLAN THE LEARNING

Optimise practical and applied learning. Arrange for theory, principles and concepts to be taught and learned alongside practice and application. Link current learning with previous learning and arrange tasks according to similarity of elements, concept and principles.
Arrange for adequate practice periods to develop competence in a variety of situations. Arrange for self-organised learning.

5. INVOLVE THE STUDENTS

Help students to become aware of different types of learning and conscious of their own learning styles.
Use a range of teaching/learning methods appropriately.
Motivation and possibly the potential for transfer increases:
- when the student knows that which is to be learned and has been a party to setting the objectives;
- when the student has some influence over the pace and style of learning;
- when the learning is experienced through a relevant focus;
- when the student knows why something is being learned – its application – and is able to apply that which has been mastered in a number of circumstances;
- when the student is aware of his/her own progress and competence and has a record of that.

6. RAISE STUDENT'S AWARENESS

Discuss with students the need for adaptability.
Illustrate the similar skills demands across training routes and occupations.
Ask students (or observe) what skills they already have that might have applicability to the current course (transfer *in*).
Explain the range of skills available to be learned on the course and their potential applicability (transfer *out*).
Organise individual/group reflective periods at the end of task/session/day.
Discuss the utility of skills required.

7. ASSESS TRANSFER

Criteria for assessing skill transfer could include the learner's ability to:
- demonstrate immediate competence (a prerequisite to skill transfer);
- perform the same task in a number of different circumstances (examples: on work experience, under pressure of time, with distractions);
- perform similar but different tasks satisfactorily;
- organise work efficiently with little prompting and check own work against known standards;
- identify and respond to faults/problems efficiently;
- use learner self-assessment techniques;
- use individual records and engage in formative profiling.

*See *Basic Skills*, FEU, 1982

SOURCE: Based on the FEU research project RP129, 'Teaching for Transfer'.

119. New learning is made more relevant to the individual if it links with or relates to previous learning and experience. A learner might possess skills which can be transferred into the current learning session. These skills may have been acquired on the present course or elsewhere. It is a great boost to a person's confidence to be made aware of or reminded that he/she already has a range of useful skills. The checklist for action shown in Figure 7 is a product of an FEU research project, 'Teaching for transfer' (RP129), and was field-tested in collaboration with a number of colleges. It is intended as a guide for individuals and teams of interested staff in FE who wish to raise awareness and enhance the notion of teaching for transfer.

Personal effectiveness

120. The term 'personal effectiveness' has been used in YTS to cover a wide range of behaviour which the Training Agency sums up as *'an amalgam of personal qualities that are used generally in employment and in adult life'*[5]. The Training Agency states that *'trainees must be allowed to develop maturity, self-reliance and inter-personal skills'*. The YTS outcome, described in this way and as guidance to ATOs, is one which the FEU supports and would wish to be seen as central to the scheme and, indeed, to all foundation educating and training programmes.

121. In the *Record of Achievement* booklet *, it is described as 'showing initiative, accepting responsibility, handling relationships in a constructive way and becoming mature and independent'. However, other Training Agency sources provide different interpretations of personal effectiveness. In a 1984 review[53], an aim of the YTS is stated as 'developing personal motivation, confidence and resilience'. The Training Agency also suggests that, in assessing personal effectiveness, work experience and training providers should note any instances where the trainee has shown initiative, acted responsibly or coped with a problem in situations additional to the routine performance of occupational activities. The emphasis on self-reliance as a key feature of personal effectiveness is a narrow interpretation; to describe effectiveness in terms of solving one's own problems and standing up for oneself may encourage an undesirable, selfish and self-centred view of entry to employment and adult life.

122. Personal effectiveness is now also linked to ***enterprise***: 'As part of the extension of YTS, enterprise training will complement existing activities, particularly those leading to the development of personal effectiveness'[54]. The use of the term 'enterprise' is centred on a concern that young people should have the skills, knowledge and attitudes to go out into the world and create their own futures and solve their own problems. The Training Agency summarises enterprise characteristics as 'the ability and/or skills to take the initiative, make decisions, manage resources, influence others, show drive and determination, and monitor progress'. For the Training Agency's YTS(2) programme, 'enterprise training will aim at making youngsters enterprising in a wide variety of situations in and out of employment.'[54] FEU believes that enterprise education, as part of a programme of vocational education and training, should also address the problems of securing social and economic autonomy. Preparation for entry to an 'enterprise culture' may assist individuals by providing them with the opportunity to develop powers of responsibility and decision making, but personal development must be retained as an essential feature of enterprise education and training.

* Prepared for pilot schemes adopting the revised YTS design framework, in 1984-85, by MSC.

123. The Training Agency is in danger of developing a uni-dimensional view of enterprise and, by extension, of personal effectiveness, which supports a competitive, rather than caring, view of employment and adult life. They have suggested that 'Enterprise training is intended to produce a significant cultural shift within British society. The wider result should be that communities become more self-reliant and the population as a whole more enterprising. Above all, though, people will stop waiting for someone else to solve their problems.'[54] Along with these Training Agency stated characteristics:

- taking the initiative;
- making decisions;
- managing resources;
- influencing others;
- showing drive and determination;
- monitoring progress;

the FEU would wish to add:

- sharing responsibility;
- accepting decisions;
- co-operating with others;
- receiving and learning from advice;
- assisting others to solve their problems;
- engaging in negotiation.

These characteristics of personal effectiveness are just as important and should be involved in the design and assessment of training programmes for all young people. The Training Agency is currently examining the characteristics of personal effectiveness and working on a proposed new personal effectiveness inventory which will hopefully provide ***a broad and balanced definition of the effective person***.

124. Personal effectiveness is high on the list of employers' priorities for its workforce, and the ability to create a harmonious relationship with colleagues and clients is one aspect of the basic social skills with which the education process is identified. Maturation and independence implies competence, tolerance and initiative. Trainees can gain insight during on-the-job training about the way work is organised, about work relationships, and how people contribute to the tasks and purpose of a job. As skills develop and they become more confident, they should be encouraged to take responsibility for certain areas of work, not least for planning, organisation and control of their day-to-day activities. Opportunities should, therefore, be created for the ***personal development*** of trainees by giving them freedom of action, getting them to reflect about work and other roles, solve problems, plan, and find out for themselves.

125. Off-the-job tutors would argue that they have customarily provided a setting and expertise which encouraged and enhanced personal effectiveness and the overall personal development of individuals. In *Profiles in Action*[32], some principles are suggested for handling the assessment of personal qualities. One important principle is the involvement of the young people in any assessment of their personal qualities. In particular, trainees should be encouraged to learn

how to learn more effectively; FEU has previously published advice on this in *How do I learn?*[55] Often opportunities for learning and maturing exist which are not built on or taken advantage of, and this may be because tutors are conditioned or restricted to more formal, less participative methods.

Summary and self-evaluation checklist

The design framework for YTS(2) shows that the inputs, delivered through training processes, are designed to produce four outcomes:

- competence in a job and/or range of occupational skills;
- competence in a range of transferable core skills;
- ability to transfer skills and knowledge to new situations;
- personal effectiveness.

Competence in a job and/or range of occupational skills

1. Does the competence-based training programme avoid over-narrow specialisation?

2. Do individual training programmes cover competences across a range of training occupational categories?

3. What opportunities are provided for trainees to experience more than one occupational area where appropriate?

4. Do trainees acquire a wide repertoire of skills, including core skills?

5. Are the skills acquired occupationally specific and/or occupationally comprehensive (i.e. are they sufficiently complete to enable trainees to do the job)?

6. Have ways of measuring the achievement of competence been described and developed with a suitable method of recording progress?

7. Are individual programmes both relevant and coherent?

8. Are competences achieved through 'real' work experience and on-the-job training?

Competence in a range of transferable core skills

9. How are these core skills identified and refined? Do employers and/or workplace supervisors participate in the construction of this checklist?

10. How is the core skills checklist used as part of the training programme? Are core skills acquired relevant to a wide range of occupations?

Do programmes provide opportunities for trainees to progress in four core areas:

- number and its applications;
- communication;
- problem-solving and planning;
- practical skills;

and also in computer and information technology?

Are these opportunities provided in both planned work experience and off-the-job training?

What modes of learning are employed in the teaching of transferable core skills?

Are the learning processes reflective and are trainees aware of what skills they have acquired?

Does this improve their adaptability and potential for progression?

What assessment procedures have been devised to measure this outcome?

Ability to transfer skills and knowledge to new situations

Are the concepts of skills ownership and skills transferability fully understood by both staff and trainees?

Are trainees encouraged to practise a few simple techniques which enable them to analyse the skills required in new situations?

Are there opportunities for reflection during and after periods of work-based learning?

Are trainees provided with opportunities to move to new

- tasks;
- jobs;
- locations?

21. Can trainees check the relevance of the skills they possess and identify gaps in their own knowledge and skills that will require further training?

22. Do individual training programmes encourage trainees to do this for themselves?

23. How is new learning linked to previous learning experiences?

24. How is progress and achievement in transferable skills assessed and recorded?

Personal effectiveness

25. How is the notion of personal effectiveness understood by staff and trainees?

26. Are trainees given encouragement and opportunities for developing personal effectiveness? Have trainees learned to learn more effectively?

27. Is personal effectiveness at work related to personal effectiveness in the world outside work?

28. What role does the off-the-job training element take in the development and assessment of personal effectiveness?

29. What forms and procedures of assessment have been devised to measure personal effectiveness?

30. Whose responsibility is the assessment of personal effectiveness integrated into the whole scheme of assessment?

31. What role do trainees play in this?

32. Are trainees encouraged to demonstrate co-operation, teamwork, and helping others as part of personal effectiveness?

YTS certificate

The Training Agency requires ATOs to issue a standard YTS Certificate to all trainees who leave their schemes. Certification is in three parts:

- a summary statement of achievement of occupational competence objectives and qualifications obtained;
- a record of achievement as a statement of competences in the four outcomes;
- information about the training programme.

The Training Agency has admitted that *'certification in the Youth Training Scheme is not yet on a sound basis'*, and suggests the need for *'new and flexible arrangements for accreditation to reflect the very wide range of young people in the Scheme and the very wide range of contact within individual programmes'*[5].

A working group was set up to review the range and provision of vocational qualifications in England and Wales and reported in April 1986. The *Review of Vocational Qualifications*[56] proposed that vocational qualifications should be brought within a new national framework to be called the National Vocational Qualification (NVQ), and that a National Council for Vocational Qualifications (NCVQ) should be established to develop the framework. The Government accepted the recommendations and published its proposals in the White Paper, *Working Together – Education and Training*[12]. The new framework will initially consist of four levels with clearly defined standards of occupational competence; the aim is to have it in operation by 1991. The Training Agency is taking a leading role in the development work on standard setting required by the NCVQ; the expectation is that YTS certification will be entirely compatible with the NVQ. The implications of NCVQ are also discussed in paragraphs 7 and 100, and in a series of FEU bulletins[10].

Vocational qualifications

'All trainees should seek to acquire a vocational qualification or credit towards such a qualification'[5]. One of the Training Agency's priorities in introducing YTS(2) was to emphasise the importance of vocational qualifications within the scheme as a part of overall certification. However, the Training Agency stresses the importance only of qualifications which incorporate employment-led agreed standards of occupational competence.

A formal submission by leading industrial bodies/examining or validating bodies must be made through the Training Agency to the YTS certification board which was established by the Training Agency to oversee qualifications within the scheme. When a qualification has been accepted by the YTS certification board, the Training Agency will require all ATOs providing relevant training to give trainees the opportunity to work towards it. The criteria that the YTS certification board will apply in considering qualifications stated in *Qualifications in YTS*[57] are:

- compatibility with the RVQ;
- coverage of the four outcomes;

- accreditation of achievement;
- emphasis on work-based assessment;
- flexibility of provision;
- credibility of the qualification;
- relevance of the methods of assessment;
- facilitation of progression;
- cost effectiveness.

The increased emphasis by the Training Agency on the ***opportunity for all trainees to obtain a qualification*** during the two-year programme is to be welcomed. The problem for some ATOs has been to operate an 'open door' policy in line with Training Agency advice, and also offer vocational qualifications to meet particular needs of all the trainees. The 'roll-on/roll-off' nature of some schemes may also be a problem in providing an opportunity to work towards a qualification, although modular programmes should facilitate this. It is to be hoped that the Training Agency's emphasis on credentialism does not encourage greater selectivity by ATOs, with a consequent 'up-market' shift of YTS(2).

Occupational competence

110. The Training Agency's advice is that certification should concentrate on occupational competence. *'Standards of competence need to be declared as applicable to an industry, sector or occupation as a whole'*[57]. Setting standards of occupational competence will involve a 'lead industry body', meant to represent interests in a single sector, in consultation with appropriate agencies to develop 'industry-defined standards'. The intention is that these standards will include a description of competence objectives and also guidance to those responsible for assessing trainees in relation to the objectives.

112. Lead industry bodies (LIBs) may wish to involve a wide variety of interests, including trade unions and further education. They must be aware that the interests of those implementing the scheme, both on- and off-the-job, should be represented in negotiations about the design of frameworks of competence. Delivery issues should not be separated from deliberations about the design of standards, and workplace supervisors together with off-the-job tutors need to be involved. The lead industry bodies have issued interim guidance in the form of 'illustrative schemes' and recommended methods of training in the form of 'industry- preferred training patterns', which indicate that a narrow, utilitarian, perspective has been adopted. The YCB has now affirmed qualifications in a number of occupational areas and the Training Agency is working with a group of LIBs to enhance the content of outcomes 2, 3 and 4 within standards of competence. The FEU would hope that concentration by the Training Agency on the needs of industry does not obscure ***the needs of trainees***, and that any mismatch between the two should be the subject of analysis and subsequent modification of scheme content.

Accreditation

111. Accreditation should be seen as a feature of the design of inputs, a part of the training processes, and a factor to consider in the identification of outcomes, in addition to its role in YTS certification. Flexibility and accuracy of accreditation

are vitally important in allowing the achievements of trainees to be recognised. Accreditation of achievement must be built into the programme in such a way that trainees are able to acquire a full vocational qualification or obtain credits towards such a qualification. One approach to ***credit accumulation and transfer of credit*** in YTS is described in an FEU research project[15].

134 Competences are recorded in the YTS *Record of Achievement* (TFS92) which, together with the *Review Sheet* (TFS93) and record of progress, allows both the trainee and scheme staff to review the progress that has been made and summarise competence objectives which have been achieved. The documents also allow for statements to be made about the trainee's progress in relation to each of the four outcomes of YTS, and for future activities to be proposed. TFS92 will eventually be replaced by the Training Agency when the required competences are listed as part of a new vocational qualification.

Records of achievement

135 The Training Agency has attempted to ensure that the YTS certificate records both occupational competence and educational achievement, together with information on progress towards the four outcomes. *'Thus the YTS certification would be a vehicle for recording achievement'*[5]; the recording of achievement goes back to the origins of the scheme in the *Youth Task Group Report*[4] which emphasised that trainees should *'secure a record of achievement which must be recognised by employers and others and act as a foundation for progression to work, continued training or relevant further education'*.

It is now a mandatory requirement that ATOs ensure a systematic review and recording of the trainees' progress throughout each element of the scheme. Their scheme proposals must indicate:

- how the reviewing and recording process links with the training contents;
- who will be responsible for reviewing and recording;
- when review and recording will take place.

136 In a programme which combines work-based with off-the-job experience, it is likely that different members of staff will have to record, and perhaps review, different experiences in isolation from their colleagues. However, it is important for all to understand that for a young person to perceive the integrated nature of a programme, and for the acquisition of core skills across the range of experiences to be recognised by that young person, the activities of all staff must be co-ordinated. The recording and reviewing of a young person's achievements must represent a comprehensive and coherent view, not a fragmented and unbalanced set of experiences. The record of achievement provides a continuous record of what the trainee can do, which can be produced as evidence of achievement on leaving the scheme. It is intended to facilitate ***integration***.

137 The ATO is responsible for providing suitable ***documentation*** designed to facilitate the recording and reviewing of the trainees' progress within a particular scheme. All young people should be entitled to receive a YTS certificate as long as their programme lasts for more than 13 weeks, and it should provide a profile of their experience and progress. It is hoped that colleges that participate in the scheme will be able to assist employers in the construction of a profile. Colleges involved in providing off-the-job training/education should be able to provide at least their share of a profile for each

trainee. C&G, RSA and BTEC are now using 17+ curricular profiles and the CPVE profile may be a common focus. Many YTS schemes could include these curricula, and the profiles/certification associated with them could be used by colleges as a basis for development and negotiation with an ATO.

How a profile relates to a record of achievement is not so much a matter of principle as of design. It is possible to have a trainee record in the form of a comprehensive log or diary spanning activities over several months; several types of schemes include this feature. Learning experiences, prior to joining the scheme, may also be important to include. Sensitively monitored by a tutor, trainer or supervisor, the construction and discussion of the record is, for both 'teacher' and 'learner', a valuable exercise. To what extent it is used by careers officers or potential employers will depend not only on its content, format and bulk, but also on the pressures under which the reader is working. As a basis for ***negotiation*** while interviewing, the diary or log book probably has no equal; as a basis for initial screening in a highly competitive labour market it is less likely to be used. Conversely, trainee records comprising a single progress sheet or short report may well be amenable to a summary assessment after discussion, and as such could be a valid contribution to a profile.

Profiles, then, are records of assessment constructed by the tutor(s), involving a measure of trainee participation and accompanied by counselling and guidance. Counselling, guidance and assessment are unified as a single curricular element in FEU terms. Assessment and reviewing progress is a necessary task of the tutor[38]; it can be used not only to build up a profile and offer feedback to the trainee but as a very important medium for general vigilance and, thus, the provision of guidance and support throughout the scheme. A profile is an open document meant for public consumption; it should not be a confidential report. Profiles should be comparable but not competitive; they can record a wide range of knowledge, skills and experience which cannot be aggregated (conflated into a single grade). This preserves the strength of individual achievements in the separate elements assessed.

The joint trainer-trainee appraisal opportunity mentioned above is a procedure by which trainees can review and assess their own learning needs and progress. This can be done in a combination of ways: in discussion with tutors and work experience supervisors, and by the keeping and reviewing of student/tutor contracts, diaries, log books and progress sheets. This form of reviewing can be undertaken throughout the programme and/or particularly used to monitor induction, work experience and residential experience. In *Profiles*[31] the FEU states that:

> 'Because ***trainee-centred reviewing*** (TCR) is essentially open-ended, and because profiling works towards a pre-structured document, they have in the past been regarded as potentially conflicting. It is our view that they are essentially complementary. It has always been intended by FEU that profiles were to be both a formative and summative record; formative in that they are built up progressively over a period, with the active participation of the learner, and as a way of monitoring progress through an agreed curriculum; summative in that they provide a record of attainment which is available to employers and future scheme providers, so assisting the progression of the young person.'

The role of the education sector in recording and reviewing in YTS will be determined by the ATOs in a particular locality and will vary from scheme to scheme. The log book, training diary, profile and other records, such as a personal interest record, can be used as evidence of achievement by young

people seeking progression. The accreditation and validation of the profile/certification will inevitably be by the 'consumer'. Employers will naturally be concerned with those skills, abilities and experiences acquired by each trainee relevant to their occupational needs; it is to be hoped they will concentrate on what the trainee has done rather than on generalised and stereotyped levels of attainment which all too often obscure particular strengths as well as weaknesses. Trainers, tutors and examining/validating bodies have a similar obligation to analyse in some detail the positive aspects of each profile. Entry to programmes of further training and education should, like employment, relate more specifically to what the particular trainee has done rather than to generalised and stereotyped 'levels' of norm-referenced achievement. Thus the right to credit or evaluate a profile/certificate carries with it the responsibility to describe accreditation/evaluatory criteria in a vocabulary that is specific and supportive rather than general and punitive.

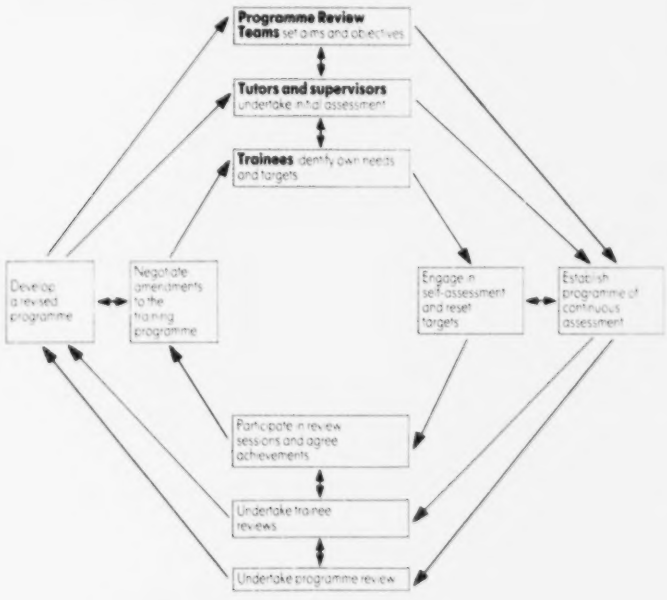
Assessment

142. Assessment has previously been discussed in paragraphs 47–50 and 56–64, where it can be seen to be an essential part of the training and learning process. Relating the reviewing and recording processes to assessment, three inter-related stages can be perceived:

- *Diagnostic assessment*: Formal and/or informal selection during induction and at other 'decision stages' throughout a programme. Ideally used together with the trainee to devise their own programme (see paragraph 55).
- *Continuous assessment* takes place throughout the programme, incorporating the recommended periodic review.
- *Summative assessment and certification*: On programme completion, a profile of final 'performance' to include certification; including exemptions relative to further progression and access into further/other programmes or elements of FE.

Figure 8 is an attempt to represent a trainee's eye view of the assessment process (***trainee-centred assessment***).

FIGURE 8: THE PROCESS OF TRAINEE-CENTRED ASSESSMENT


Programme Review Teams set aims and objectives
Tutors and supervisors undertake initial assessment
Trainees identify own needs and targets
Develop a revised programme
Negotiate amendments to the training programme
Engage in self-assessment and reset targets
Establish programme of continuous assessment
Participate in review sessions and agree achievements
Undertake trainee reviews
Undertake programme review

143. All this means that, with respect to YTS trainees, employers, examining boards, validating bodies and colleges should relate their requirements to the 'output' criteria and learning opportunities offered by YTS, other than solely to 16–18 qualifications. YTS is supposed to be about improving and widening opportunity through increased flexibility. Much of this document has been concerned with supporting the input to YTS to bring about this flexibility. It would be ironic if no such move towards creating a more flexible approach in terms of YTS output was made by the consumers.

Progression

144. The 'progression' issue is one which is being actively pursued by both the Training Agency and the FEU. To establish a pattern of progression based on vocational qualifications, both have worked with the FHE examining and validating bodies which have a crucial role in accrediting for transfer into their systems the 'output' of YTS programmes. ***Progression within and between YTS schemes*** may be less easy to achieve; the possibility of transfer within YTS between schemes has not been realised and the genuine broad-based programmes have not fully materialised. There remains scope for establishing a firmer relationship between NTI objective 1 and YTS, for example, in enabling trainees to progress more rapidly from YTS into longer duration skills training; some progress is now being made with the work of the YCB.

145. Progression through and across occupational training is more difficult to establish than that obtained through educationally based courses. Training is, more often than not, specific to employers and often not transferable in any formal sense. The more familiar training schemes related to apprenticeship form a minority provision; post-YTS access to them remains difficult. To establish a pattern of progression through training for the majority of our workforce requires the creation of an alternative and somewhat radical training structure with vocational qualifications which facilitate transfer: an issue outside the scope of this document, although it remains a key issue.

146. ***Progression to employment*** will be regarded by many young people as the true test of quality in YTS. Statistics in *YTS: The First Three Years*[23] show that, in 1985 and 1986, only 55% of trainees found full-time jobs; most of these were with employers linked to the scheme and the single largest occupational group was administrative and clerical. Only 4% went on to full-time education, and 26% remained unemployed. Full progression statistics are not yet available for YTS(2).

Summary and self-evaluation checklist

147. The design framework for YTS(2) shows that the inputs are delivered through training processes, to produce four outcomes which lead to certification. The YTS certificate is in three parts; in addition to information about the training programme, there is a statement of achievement which includes the vocational qualifications obtained. The statement also records the level of occupational competence achieved during the programme. The record of achievement records both occupational competence, educational achievement and progress towards the four outcomes.

148. The following list may provide the basis for checking provision against Training Agency criteria and FEU-suggested strategies.

SELF-EVALUATION CHECKLIST	PARAGRAPHS
1. Is a record kept of trainees' entry and leaving qualifications?	127–130
2. How well does YTS assessment integrate with other vocational and educational qualifications?	127–130
3. Have all possible forms of vocational qualifications and validating been investigated and made available to trainees where appropriate?	129–132
4. Does summative certification clearly identify standards of competence achieved by trainees?	131–132
5. Is accreditation of competence the result of tutor/supervisor and trainee negotiation?	133–134
6. What is the role of trainees in negotiating the content of the YTS certificate/record of achievement?	133–134
7. How are all the levels of achievement in demonstrating competences in the four outcomes recorded on the leavers' certificate?	135–141
8. Are the record of achievement, record of progress in the outcomes, and review sheet used as the basis for formative assessment and learning during the programme?	135–141
9. Is a clear distinction made between the purposes of diagnostic/initial selection, continuous assessment and summative assessment/certification?	163–165
10. Is trainee progression possible within the programme? Is trainee progression from the scheme carefully monitored to ensure effective future development of the programme?	165–166

SECTION 6: EVALUATION, DEVELOPMENT AND QUALITY

Scheme evaluation

149 The variety of YTS, the unpredictability of demand, the continual changes associated with the scheme, and the Training Agency's criteria for ensuring quality assurance and granting ATO status have combined to present YTS providers of both on- and off-the-job training with planning, design and delivery problems. This situation demands that providers need to be flexible, innovative and developmental in order to ensure the best possible training programmes are provided for individual trainees. The Training Agency requires all schemes to: *'monitor the performance of the programme accurately and effectively and to encourage programme development'*[5]. Many ATOs have built evaluation into their programme design. The FEU is keen to encourage providers of the two-year YTS to carry out evaluation of all aspects of organisation, planning, design and delivery of YTS programmes, which is vital if the quality of the scheme is to be improved and maintained at a high level and staff development needs are to be identified and met. In thinking about the importance of evaluation, there are five interrelated questions that need to be asked:

- Why?
- How?
- What?
- Who?
- When?

It is suggested that the first of these, and the core question, is why evaluate?

Why evaluate?

150 It is essential to establish and maintain systems for evaluation. Effective programme review, usually involving team meetings, is a Training Agency mandatory requirement and would be an appropriate and effective mechanism for planning evaluation and feeding back evaluative data. Evaluation may be undertaken for, and by, many different agencies, and for many different reasons. Essentially, evaluation may be of at least three types – **external, collaborative and self-evaluation**. First, evaluation of YTS programmes and opportunities may be conducted by external monitoring agencies, such as the sponsor of the YTS – the Training Agency. Its reasons for undertaking evaluation of schemes might be quite different from those of other outside agencies. Evaluation of YTS, external to individual training programmes, has been carried out by Training Agency and has been reported in *YTS: The First Three Years*[23] and elsewhere. The Training Agency has also established a Training Standards Advisory Service (TSAS) to monitor standards and training processes in YTS; this body will engage in its own continuing evaluation.

151 Other external evaluations have been carried out by bodies such as the FEU which has been involved in the evaluation of YTS and YTS(2). In accordance with the aims of the FEU, evaluation has focused on:

- curriculum development in YTS;
- determining priorities for action to improve the further education input into the provision of a quality YTS;
- carrying out studies in further education that support the development of the YTS curriculum;
- disseminating and publishing information about initiatives and developments in the YTS curriculum.

This has entailed research on general areas of vocational education and training, competence-based forms of learning, and assessment techniques, including the use of modules, profiles, etc., and the linking together of various initiatives in the 16–19 provision, such as encouraging the link between CPVE and YTS and the development of the TVEI framework, as well as the link between YTS and already existing vocational qualifications, and the development of an NCVQ. Specifically, FEU has carried out two evaluation research projects on YTS. The first of these was 'Evaluation of FE Contribution to YTS' [RP157][30]. The first three editions of *Supporting YTS* drew upon this material, as did an extension project on 'College-Based Self-Evaluation', contributing a checklist and framework for college-based YTS evaluation. The second project [RP394] is currently being undertaken, and is evaluating the modular curriculum scheme being developed by three LEA managing agencies – Bedfordshire, Haringey and Sheffield – as a collaborative exercise; it is summarised in a series of bulletins[15].

How to evaluate?

External evaluation may be ***summative***, producing a final judgement on aspects of unit performance, ***or formative***, producing provisional suggestions for development and indicators of performance. It may be based on 'hard data', such as numbers of trainees entering and completing the scheme, the difference between entry and exit qualifications, the levels of performance achieved by trainees, changes in attitude and behaviour during the scheme, or on 'soft data', such as participants' opinions, impressions and appraisals. It may measure how far the four outcomes of YTS(2) have been achieved, or may be interested in the efficiency and effectiveness of the organisation and administration of the delivery of the four outcomes. Above all, this requires systematic and comprehensive collection of routine statistics which are continuously updated. Part of the evaluation may be to test the reliability of the agencies' record keeping.

Internal or self-evaluation by YTS providers, which is organisational or institution based, is usually formative and carried out for its own development and feedback rather than accountability to an outside body. Apart from the fact that such evaluation is now a requirement for ATO status, the reasons for undertaking such self-evaluation often include:

- ensuring they are meeting the four outcomes of YTS(2);
- clarifying aims and objectives and setting them in priority order;
- identifying and constructing indicators of successful outcomes over specified time periods;
- identifying indicators for comparison between YTS achievements in various parts of the scheme;
- giving consideration to contextual features of planning, design and delivery which may influence the outcomes, and making allowances for these in the appraisal of performance;
- considering whether the organisational and administrative arrangements are the most effective;
- encouraging trainees to feel that they have some say in the running of the scheme;
- motivating staff by feeding back positive features of their performance and identifying weaknesses that can be diminished through appropriate staff development programmes;

- providing an analytical framework within which to discuss future changes in organisation, aims and strategies of the agency or institution.

155. Self-evaluation can be very time-consuming in terms of staff time and energy; the form it takes inevitably reflects resources available for this task. Since staff on YTS programmes are usually kept very busy, the ATO will need to make a commitment to evaluation, to demonstrate their understanding of its importance, by devoting more than token resources to it. Staff in the ATOs will need to feel sympathetic to the purpose of self-evaluation and not confuse it with staff appraisal processes.

What to evaluate?

156. The answer to 'What to evaluate?' depends largely on why one is carrying out an evaluation. But agency managers, liaison officers, co-ordinators, tutors and supervisors may find the evaluation checklist at the end of each section of this documement an appropriate basis for YTS collaboration or self-evaluation. It is based on the main principles that should underpin the design framework for YTS(2).

Who should evaluate?

157. In the case of external evaluations, an evaluator is invariably imposed upon the scheme to be evaluated. This is usually justifiable in terms of stressing traditional research concerns for objectivity, reliability and validity. Often such researchers are experienced and skilled. The disadvantages may be that the evaluators may be so divorced from the context of their evaluation that they may take longer to map out the terrain, come to terms with local variations, and suspend unrealistic or unfair expectations built up from previous research experience. Such outside researchers can often cause resentment in those working in the schemes who feel that they and their activities are being monitored and judged; they may feel that this is an intrusion into their normal working life; and they may feel that they have little control over or involvement in the evaluation.

158. Conversely, and this is more likely in collaborative or self-evaluation, evaluation may utilise one or more members of staff who have been involved in the development of the scheme and who have a good overall grasp of what it entails. The advantages are that the proximity between the researcher and the focus of evaluation may be much closer and, therefore, the evaluation is able to get straight into the heart of the scheme without the usual research problems of gaining entry, familiarisation with the local environment and so on. On the other hand, the secondment of a colleague to perform this task may create resentment, and in some cases suspicion, as typical research concerns for objectivity and confidentiality may be lacking. There is no correct answer to this question and it depends in part on the individuals involved and also on the nature of the research. In formative research, particularly if it is characterised by action research, the feedback of the results of the evaluation may be more immediate if the researcher is seconded from the staff of the scheme.

When to evaluate?

159. External summative evaluations are often carried out after the scheme is well under way, giving it time to develop and settle down, and is over a fixed period of time, depending on the resources available and whether a project is time-specific. It is recommended, however, that collaborative and internal evaluations should commence as early as possible and be continuous (even though the researcher may change). In a developing scheme like the YTS there is no shortage of aspects to evaluate, and it would be difficult to carry it all out

at the same time. Given that the YTS is a two-year scheme, it might be helpful to view the scheduling of the research over two-year periods, and structure it around the scheme's planning timetable.

160. The timing of the evaluation is also dependent on how the research is to be carried out. For example, if one of the topics of evaluation is the induction of trainees into the workplace, and if this is to be researched by retrospective survey techniques, then it is obvious that this will need to take place shortly after the induction should have taken place. If, on the other hand, observational techniques are to be used, the evaluation research must take place at the time of the induction. Such considerations will strongly influence when the research should be done. This needs to be taken into account when timetabling the research programme.

161. To undertake research does not require the acquisition of formal research experience or qualifications. ***Evaluation is an everyday activity*** that all of us engage in without professional training; for example, we work out whether it is quicker and/or cheaper to travel by train rather than car. Beyond a degree of literacy and numeracy, and our own personal effectiveness in terms of communicating with people and dealing with organisations, there is very little required that cannot be developed during the course of the research. Another feature of successful evaluative research is to respect the agency and people involved in the scheme being evaluated.

162. Thus, seriously planned and mounted evaluation activities, whether by outsiders or colleagues, should be welcomed by staff involved in YTS when these conditions are met:

- all staff involved are consulted and their consent obtained for visits, observations, interviews, and testing;
- the identities of organisations and individuals are not publicised without permission;
- trainee assessment grades or competence achievement level profiles should not be used in ways which would be prejudicial to the development of special types of YTS provision, e.g. recruiting high proportions of special needs trainees (i.e. local variations and responses to particular local needs must be taken into account in any quantitative analysis);
- the agency staff should have the right to suggest additional topics and methods for the evaluation, and negotiate with the evaluators' ways of including some of these;
- feedback from the evaluation or written reports should be presented to those involved in the scheme that has been evaluated for their comments, before being made more publicly available.

Curriculum development

163. YTS(2) has no syllabus, but the overall design principles are made clearly by the Training Agency: *'the Scheme should provide a broad-based foundation of training suitable for all young people and also the opportunity to progress towards achievement of all-round competence'*[5]. ***Curriculum design and development is the responsibility of ATOs*** and their partners in the delivery of the programme within the guidance of the Training Agency's criteria. These criteria involve designing programmes which incorporate appropriate learning processes:

- induction and initial assessment;
- participative (trainee-centred) learning;
- continuous (formative) assessment;
- guidance and reviewing.

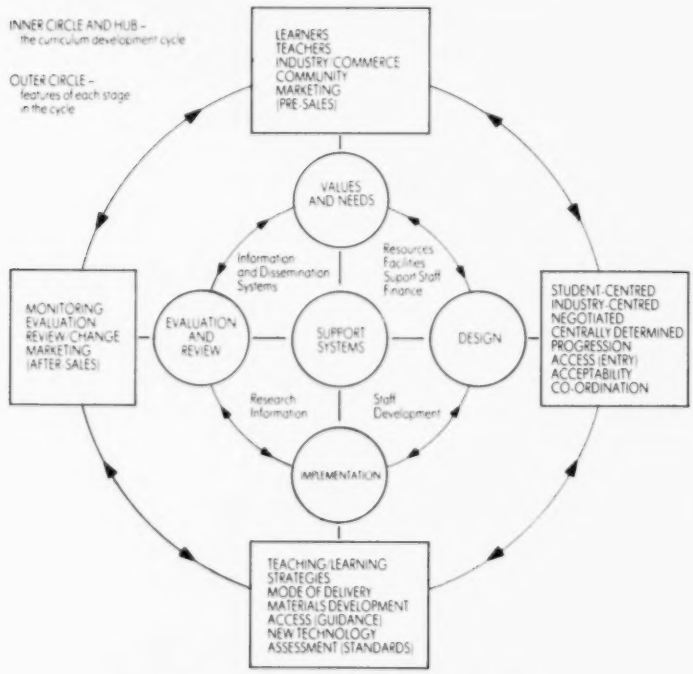
The curriculum should be integrated, relevant and based on the development of experiential learning. Programmes should be flexible, allow scope for negotiation, and ensure that there are equal opportunities for all trainees. FEU has elaborated on these, and other, curriculum principles in *Relevance, Flexibility and Competence*[13].

For all trainees, the outcome of the curriculum should be occupational competence, including:

- competence in a job and/or a range of occupational skills;
- competence in a range of transferable core skills;
- ability to transfer skills and knowledge to new situations;
- personal effectiveness.

Trainees will enter and leave the Scheme with a very wide range of abilities, interests and needs and so achievement in the outcomes will be expressed at a variety of levels (and certificated at different levels within NVQ). There is much scope for design and development so as to ensure that ***individual programmes*** meet the needs of local industry and the community, and most importantly the particular training and learning needs of all young people entering a programme. The FEU has previously[58] described some processes involved in curriculum development; Figure 9 summarises these.

FIGURE 9: PROCESSES OF CURRICULUM DEVELOPMENT



SOURCE: *Strategy and Processes*, FEU, 1986

Staff development

Throughout this document, a common focus is the need for staff development and training. As the *Youth Task Group Report*[4] puts it:

> 'An essential part of delivery in the new scheme will be in-service training, refresher training of supervisors, line managers and instructors, further education staff, and other education and youth service tutors. It is essential that the MSC should contract with the other providers to develop and fund a network preferably based on existing organisations and institutions, of accredited centres for these purposes.'

More recently, the Training Agency stated that *'we shall pay particular attention to the competence of staff'* and that *'ATOs must accept responsibility for the competence of those to whom their trainees are assigned'*[5].

Accredited centres (ACs) within Training Agency areas have been set up to support ATOs and other providers by offering a staff training and consultancy service. These have been charged by the Training Agency with the provision of:

- an inter-agency approach to staff training and development;
- a range of advisory services;
- a programme of modules of staff training to match the elements of the YTS programme;
- dissemination of training and related information;
- peripatetic coaching to local programmes;

and are required to serve the YTS training and development needs of:

- industry and commerce, including managing agents and sponsors' staff;
- FE staff;
- LEA staff, including careers and youth services;
- staff from voluntary organisations, training boards, and independent training and counselling bodies;
- Training Agency staff involved in provision of YTS.

In addition to provision of staff training, the ACs also have responsibility, in conjunction with the Training Agency, for appraising existing inter-agency provision, identifying and filling any gaps and avoiding duplication of provision at local and regional levels.

In 1986/87 the 55 ACs (many of which are colleges of further and/or higher education) ran over 31,000 training events attended by more than 184,000 scheme staff. Many of these were short training modules designed specifically to meet the development needs of individual ATOs' staff, often delivered on site, and covered the following areas of training and coaching:

- YTS administration and management;
- YTS two-year design;
- induction and initial assessment;
- learning strategies;
- guidance and reviewing;
- assessment recording and certification;

- health and safety;
- equal opportunities;
- meeting special needs.

An increasing number of scheme staff are taking the City and Guilds 924 Youth Trainers Award or the RSA Certificate for Vocational Preparation Tutors[21]

Much of the criteria for ***ATO status*** is related to staff development; this is welcomed as part of the new emphasis on quality. In particular, assessment of trainees, involving procedures which integrate the on- and off-the-job provision, and effective programme review whereby representatives of the main parties involved in training get together at regular intervals, demands rigorous co-ordination and enhances integration. These also improve the quality of opportunity given to trainees (prerequisite of ATOs).

In an FEU publication[59] relating to ***teaching staff development*** for vocational preparation, it is suggested that a self-assessment process by the staff themselves may be required in order to identify the abilities of individuals and programme teams. A suggested checklist of abilities for this process is as follows:

- *A student-centred approach*: the negotiation with, and counselling and guidance of, learners about their learning programmes, supported by formative and summative assessment;
- *Curriculum innovation*: the ability to introduce and implement new curricula;
- *Method innovation*: the use of participative teaching/learning methods; including simulations, role-play, group work of various kinds, and residential periods; and the design, construction and use of profiles and other records of achievement;
- *Team co-ordination*: the management of the various activities of teachers' contributions to a vocational preparation/training programme;
- *Team membership*: the ability to contribute successfully to the operation of a team of vocational preparation/training teachers in designing, implementing and evaluating the curriculum;
- *Liaison and negotiation*: the development of co-operative working arrangements with other groups of teachers and other agencies outside the college;
- *Basic skills teaching*: an understanding of the concept of basic (core) skills and the ability to work against a checklist of identifiable skills (rather than a syllabus) which emphasises the process of learning as well as the content.

Individuals involved in programmes perform a ***variety of roles***; these will differ from organisation to organisation, but commonly include the following:

- off-the-job instructor/tutor;
- work experience supervisor;
- person responsible for co-ordinating the assessment of trainees;
- person responsible for guidance and review of trainees;
- co-ordinator responsible for arranging and reviewing work experience;
- scheme manager/training officer.

In many cases one person performs more than one role. ATOs should be clear about the roles that individual adults are expected to perform with respect to the training of young people. The successful fulfilment of a given role requires a certain competence and ATOs should identify these competences.

It will be necessary for ***senior managers*** who will be involved in the provision of YTS to develop new skills and attitudes and become familiar with new areas of administrative and managerial information. The success of YTS schemes will depend as much on the activity of senior managers, such as principals of FE colleges and principal careers officers, as on the tutoring and teaching activities of supervisors and lecturers. YTS poses new problems for the management of colleges, not least in the requirement to operate in co-ordination with an outside ATO and its constitutent partners in the scheme. Colleges are recognising the need for better marketing, a market orientation which involves identification of needs as well as promotion; the increased emphasis on evaluation obviously fits in with this. Training senior management should be a crucial part of the total YTS strategy for staff development.

The FEU has a considerable commitment to staff development and training. It supports local and regional networks and is developing an information network which should be compatible with that being developed by Training Agency accredited centres. Direct requests for support and information will always be considered. A major strand of FEU policy in providing practical support for the development of vocational preparation has been the establishment of a national network of ***regional curriculum bases*** (RCBs) in co-operation with the Regional Advisory Councils (RACs) for further education in England and Wales. Regrettably, to date, managers have not taken full advantage of training opportunities. There is a need for this as there is for better forms of management training and certification.

Quality assurance

An important feature of YTS(2) has been the emphasis the Training Agency has placed on quality control: *'The scheme will be nothing unless it provides high quality training'*[5]. Several new measures have been introduced in an attempt to improve quality, including ATO status, quality control cycle, effective programme review, Training Standards Advisory Service (TSAS), the monitoring and development of staff, and implementation of YCB approved vocational qualifications.

The ***TSAS*** has been set up to give independent advice to the Training Agency on matters relating to criteria, standards, records and profiles on learning processes within schemes, and programmes of in-service training and development. Quality assurance is seen as a key aspect of the scheme by the Training Agency, and extends to the approval of ATOs, providing them with assistance in establishing and maintaining standards and evaluation of the agencies' performance. This ATO monitoring was undertaken with a view to moving to a position where only ATOs will be able to provide YTS, and to ensure that YTS is delivered only by professional and proficient providers of quality training. This process was achieved by April 1988 and was the responsibility of the Training Agency regional director acting on advice from the area office. In carrying out this evaluation, the Training Agency area office considers the following 10 criteria:

- arranging a two-year training programme;
- previous record in training;
- resources of the organisation;
- competence of staff;
- premises and equipment;
- assessment of trainees;
- effective programme review;
- positive commitment to equal opportunities;
- positive commitment to health and safety;
- financial viability.

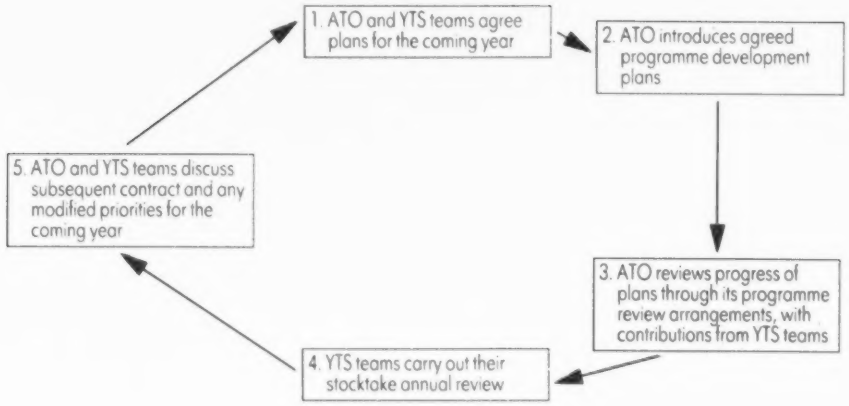
Having received approval, and achieved ***ATO status***, an ATO will continue to be monitored by the Training Agency area office as part of the regular contract review process and to provide a basis for development activity. The Training Agency area office will also check that quality standards do not fall and that new developments and initiatives are undertaken. Schemes have been given seven broad future objectives:

- to help develop more effective programmes;
- to develop new national, regional and local initiatives;
- to provide a briefing and support service to those in YTS;
- to promote the YTS concept among specific groups;
- to ensure continuing compliance with ATO criteria;
- to review and agree annual contracts;
- to manage the delivery of these objectives and develop/update the expertise of staff involved.

In addition the Training Agency will publish, about once every year, a set of *Quality Development Priorities*. Alongside this regular monitoring process, the TSAS will visit schemes about once every five years to provide a quality assurance report which is delivered simultaneously to the area office (the contract manager) and the ATO. Within six months of the report being delivered, the area office is required to make comments to the TSAS on the progress being made in implementing the recommendations.

The intention is to establish a partnership between Training Agency/YTS teams and ATOs, which operates an annual quality cycle as shown in Figure 10. The Training Agency supports this ***quality assurance process*** with its own research and development programme which regularly publishes reports on various aspects of the YTS. In addition, they financially support ATOs, ATCs, or other bodies to undertake Local Quality Initiatives (LQIs) which may develop specific aspects of the YTS provision, such as work-based assessment procedures, communicating with deaf trainees, and so on.

FIGURE 10: ANNUAL QUALITY CYCLE


1. ATO and YTS teams agree plans for the coming year
2. ATO introduces agreed programme development plans
3. ATO reviews progress of plans through its programme review arrangements, with contributions from YTS teams
4. YTS teams carry out their stocktake annual review
5. ATO and YTS teams discuss subsequent contract and any modified priorities for the coming year

SOURCE: *Quality Development Priorities in YTS* MSC, 1987

'***Effective programme review***' is intended to bring together everyone involved in a particular programme, including trainees, off-the-job tutors, appropriate trade unions, schemes staff and Training Agency area representatives. The purposes of the process are:

- to monitor performance of the programme;
- to improve communication between all involved parties;
- to encourage programme development;
- to provide a forum for identifying and solving problems.

Trainee participation is recommended by the Training Agency and supported by FEU for the following reasons:

- It provides information about strengths and weaknesses.
- It provides a feeling of involvement.
- It increases motivation.
- It encourages participative learning.
- It helps to develop personal effectiveness.
- It allows trainee feedback to inform future developments[60].

The Training Agency is paying increasing attention to the ***competence of staff*** responsible for managing and supervising training programmes. In addition to staff training at accredited centres, ATOs will be expected to take on more responsibility for training their own staff.

An ***Advisory Group on Contents and Standards*** (AGCS) advises the Youth Training Board on matters relating to criteria, standards, records/profiles, learning processes and staff development. The AGCS is an important body, uniquely placed to monitor and support the quality of training provided through YTS(2).

Summary and self-evaluation checklist

Schemes are required to monitor their programmes and develop them as appropriate, and FEU suggests that this is most effectively achieved by systematic self-evaluation. There is a need for continuing curriculum review and development and staff development as essential features of YTS(2) quality assurance.

Evaluation*

1. How will you start? If it is to be problem-centred evaluation, how and by whom will the problems be identified?

2. How and by whom will the planning and implementation of the evaluation be conducted?

3. Which sources of information will you draw upon? If employers are to be approached, how will they be briefed about their contribution to YTS?

4. Who will draft the questionnaires and interview schedules and who will carry out the interviews, administer the questionnaires, and so on?

5. Who will collate and analyse the information collected and who will produce the reports (if any)?

6. How much of (a) your time or (b) other people's time is available for the evaluation? Is it enough? Do you have the other resources necessary to carry out an evaluation?

7. How clear are you about what you want to find out? How clear do you need to be? What kind of information might other people want from the evaluation? To what extent will you be able to (or should you) provide it?

8. How will you choose the appropriate methods of collecting information? Do you or your colleagues have the knowledge, skills and confidence necessary to use the various techniques of enquiry?

9. What methods are available in your ATO for passing on information to the people who should have it? What new methods, if any, will you have to use for passing on the information?

10. What support might be needed by people who wish to change their practices as a result of the evaluation?

* These questions are adapted from Section 12 of *College-Based Course Evaluation*, FEU, 1983.

11. Is there access to evaluative information about the individual programme and YTS in general?

12. Who is responsible for co-ordinating and reviewing local collaboration and/or monitoring of the programme?

13. Is there a clear understanding of the process of self-evaluation and mechanisms for acting upon the findings?

14. How is curriculum development planned and reviewed within the ATO?

15. Who is responsible for the co-ordination of staff training and development within the ATO?

16. Are all staff involved in training and development and are their individual needs being met?

17. Does the programme review team involve representatives of all agencies associated with the particular programme? Are trainees included? Is the team effective?

18. Who is responsible for monitoring and reviewing quality of provision within the ATO?

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Objectives

The objects for which the **Further Education Unit (FEU)** is established are to promote, encourage and develop the efficient provision of further education in the United Kingdom and for that purpose:
a) to review and evaluate the range of existing further education curricula and programmes and to identify overlap, duplication, deficiencies and inconsistencies therein;
b) to determine priorities for action to improve the provision of further education and to make recommendations as to how such improvement can be effected;
c) to carry out studies in further education and to support investigations of and experimentation in, and the development of, further education curricula and to contribute to and assist in the evaluation of initiatives in further education;
d) to disseminate and publish information, and to assist in the dissemination and publication of information, about recommendations for and experiments and developments in further education.

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